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ABSTRACT

The role and attributes of deans of nursing as administrators of baccalaureate or higher degree programs are considered by six deans who contributed to a continuing education workshop series. In addition to outlining skills and attributes needed by administrators, Elizabeth Grossman examines five basic administrative functions: planning, organizing, leading or implementing, controlling, and evaluating. Administrative concerns discussed by Patty L. Hawken include: budgeting for an entire school, determining the dividing line between administrative and faculty responsibilities, planning, facilitating, coordinating, and communicating. Nan B. Hechenberger's concept of administration of nursing education probes roles and relationships of the dean as they pertain to the organizational functions of academic, faculty, and student affairs, development (including alumni, public, and governmental relations), and finances. Valencia N. Prock has attempted to uphold three basic concepts in her deanship: the presence of academic freedom, excellence in meeting the mission of the school through long-range planning of goals and appointment of qualified faculty, and shared authority in faculty governance. According to Mary E. Reres, the dean as an administrator should be able to predict over a three-year period the major social changes that will affect the school or college under her direction. Among the topics addressed by Doris B. Yingling are leadership style of the dean, activities pursued outside versus inside the university, risk-taking, visibility, communications, and budgets. Bibliographies are included. (SW)

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EXECUTIVE DEVELOPMENT SERIES I "HAVE YOU EVER THOUGHT OF BEING A DEAN?"

THE DEAN AS ADMINISTRATOR: Roles, Functions and Attributes

Volume I
July 1981

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Continuing Education for Nurse Academic Administrators Project
American Association of Colleges of Nursing

aacn

The Executive Development Series I was made possible by the Continuing Education for Nurse Academic Administrators Project supported in part by the United States Public Health Service (GRANT #5 D10 NU 23035-02). A Project of the American Association of Colleges of Nursing, the Executive Development Series was launched in April 1980.

The American Association of Colleges of Nursing was established in 1969 to answer the need for a national organization exclusively devoted to furthering the goals of baccalaureate and graduate education in nursing. Its membership includes almost 300 institutions offering degree programs in professional nursing.

This volume is part of a four volume monograph series on the role of the contemporary dean of nursing. The four publications include presentations from six regional Executive Development Series workshops.

For more information on the Executive Development Series, or copies of the four monographs, contact the Project Office, American Association of Colleges of Nursing, Suite 430, Eleven Dupont Circle, Washington, DC 20036, (202) 332-0214.

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The Dean As Administrator: Roles, Functions and Attributes

A compilation of presentations from the
Executive Development Series I:
"Have You Ever Thought of Being a Dean?"

1980–1981

Continuing Education for Nurse Academic Administrators Project
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Preface

More than a decade ago a group of disinguished and concerned deans gathered together to form an organization devoted to the preservation and continued development of professional nursing. That group formed the nucleus of the American Association of Colleges of Nursing. As members of the profession of nursing they shared a concern for excellence in practice. As academic administrators they shared a concern for improving the effectiveness of educational programs preparing for professional practice. As leaders they assumed the responsibility of identifying problem areas, indicating directions for alternative solutions, and assisting in the developmental process of potential leaders. Their numbers increased until presently the AACN membership totals almost three hundred.

The same commitment to ensuring quality care, the same determination to provide outstanding educational programs, the same pursuit and development of potential leaders prevail today. As the organization grew, so did its sphere of influence. As its membership increased, so did its ability to make an impact on selected areas for change and growth. One of those areas was the identification and counseling of potential leaders for academic administrative positions. Through the combined efforts of a Task Force on Dean's Preparation and guidance by the executive director, a special project, "Continuing Education for Nurse Academic Administrators," was drawn up and submitted to the United States Public Health Service, Division of Nursing, for approval and funding. It was approved and funded. The task force then assumed the role of advisory committee and assisted the staff in implementing the project. This monograph series is one consequence of that effort.

One of the outcomes of the project was the design and implementation of an Executive Development Series. The purpose of the initial series was to orient interested professionals in the role and functions of the chief academic administrator in a department or college of nursing. The scope of the position being as broad as it is, certain limitations in content had to be established to allow for learning. A review of position descriptions, as well as concerns of search committees, indicated that two of the dean's roles were significant--those of administrator and of scholar. Faculty members indicated that colleagueship was essential. Conspicuous by its absence was the factor of the simple humanness of the individual who functioned as dean. These four major areas then composed the nature and direction of Executive Development Series I.

To demonstrate that within the position there is unity in essentials, as well as diversity in accidentals, six deans from various regions across the country were asked to address one of each of the four issues. In all, 24 academic administrators present their views. There are four monographs in the series:

I. The Dean As Administrator
II. The Dean As Scholar
III. The Dean As Colleague
IV. The Dean As Person

Each monograph will bring you the reflections of six deans on a chosen topic. The deans are diverse in preparation, style, and affiliation. They have one thing in common. They lead successful programs in nursing. That is their professional raison d'être. For those of you whose goal is academic administration we present our first Executive Development Series.

Ann M. Douglas
Project Director

Acknowledgements

As part of the AACN's Continuing Education for Nurse Academic Administrators Project, the Executive Development Series--and this resultant monograph--were guided by the vision of an eight-member advisory committee of deans. Together they worked to realize one of nursing education's long-time dreams--formal executive development for its chief administrators. The committee comprises the following:

Geraldene Felton
University of Iowa

Louise Fitzpatrick
Villanova University

Sylvia E. Hart
University of Tennessee at Knoxville

Juanita Murphy
Arizona State University

Marie O'Koren
University of Alabama

June S. Rothberg
Adelphi University

Gladys Sorensen
University of Arizona

Jeannette R. Spero
University of Cincinnati

Special support was provided by three consultants chosen for their expertise and experience in top-level university administration. They helped facilitate the project's progress and aided immeasurably toward the workshops' success. Their names and the positions they held at the time they began working with the series follow:

Shirley Chater
Vice Chancellor for Academic Affairs
University of California, San Francisco

Carolyne Davis
Associate Vice President for Academic Affairs
University of Michigan

Jeanne Margaret McNally
Associate Vice President for Academic Affairs
General Administration
University of North Carolina.

Series Overview

The Executive Development Series was designed as career preparation for the nurse educator, clinician, or administrator considering a career as an academic administrator of a baccalaureate or higher degree program in nursing. The series is part of the AACN's Continuing Education for Nurse Academic Administrators Project which is working to create a national continuing education system to enlarge the supply of capable academic administrators--a population which, in the 1980s, finds itself in short supply.

OBJECTIVES

Executive Development Series I, "Have You Ever Thought of Being A Dean?" attempted to offer workshop candidates a unique opportunity to review, with the help of the series faculty--outstanding academic administrators from across the country--the various roles today's nursing dean must play. Emphasis rested on strategies to achieve positive institutional, faculty, student and personal relationships. Participants had the chance to do the following:

- identify the dean's role in implementing a baccalaureate or higher degree program in nursing,
- examine the intra- and extra-institutional factors which influence the dean's responsibilities and attributes,
- identify alternative models for establishing a method of operation within the territory of deanship, and
- explore the major educational challenges for nursing administrators in the 1980s.

FORMAT

In designing the series curriculum, four major roles were identified as part of the dean's realm of performance: the dean as administrator, scholar, colleague, and person. Surveying the population of successful deans (both present and past) it was noted that each of the four roles was marked by a variety of styles; they were areas replete with personal differences.

The purpose of Executive Development Series I was orientation to the demands of the dean's role. We well knew that the role, for most junior and senior faculty members (and some deans themselves) is seriously misunderstood. A candidate approaching a deanship for the first time does so overwhelmed by the demands of the position. Few have the chance to understand, via one-to-one conversation or close observation, what a dean actually does to fulfill her admittedly gargantuan duties. The dean is, for many, a far-off, intangible model of excellence, power, scholarliness, efficiency, or sheer genius.

We knew that the misconceptions are many and that the program we developed could assume only one common perception--that the position of dean is a seemingly overwhelming one. And a corollary to this widespread attitude seemed to be the increasing fall-off rate from deanships. Always before us were the growing numbers of deans leaving their positions, not being reappointed, or being relieved of their positions by administrative fiat. Many of these deans had gone into their positions not knowing what to expect. The Executive Development Series I, "Have You Ever Thought Of Being A Dean?" attempted to orient, on an important albeit limited basis, a new generation to the real demands of the position.

At the same time we decided that, to provide the greatest service, the series had to offer participants a hands-on, no-nonsense look at the deanship--an examination which would help the participant make an important assessment of her/his own personal values, qualities, and needs vis-a-vis the experiences of a variety of successful deans. The more direct the interaction between participants and series faculty members the better.

The format which eventually evolved was a two-day workshop, followed by a six-month interim for independent study, followed by another two-day workshop. The hallmark of the series was a built-in mentorship mechanism which would allow a participant to work closely with one of the series faculty members in small groups during the two workshops and, in the interim period, via phone calls or personal visits. The format was also designed to encourage participant interaction with all of the series faculty members as well as with other participants. A serendipitous effect of any workshop is the informal networking which develops unnoticed. With a combined six-month series experience planned we were hopeful that both the mentoring and networking mechanisms would have ample time to take root.

SERIES FACULTY MEMBERS

In an effort to emphasize the various styles of deaning, we decided that the workshops should afford an examination of the dean's four major roles from the vantage points of two deans. That meant a total of eight deans, two each to speak to the four different roles.

Budget constraints allowed us to offer only three regional series across the country--in the East, Midwest, and West. Consequently, eight deans were chosen for each of the three regional series: four deans to present at the first workshop and four to present at the second. As it evolved, the first workshop included presentations from the vantage point of newer administrators (in the deanship eight or fewer years) while the latter offered the views of the more seasoned executives (ten years or more as a dean). However, all eight series faculty members would be actively involved in each workshop and would direct a group of from five to ten participants throughout the series.

Series faculty members were chosen for their successful performance as deans. In addition to fulfilling the obligations of their demanding positions, they were being asked to serve as role models and mentors for series participants over, and in many cases beyond, the six-months series experience. These faculty members, by region, are listed below:

Eastern Region

Edith H. Anderson
University of Delaware
"The Dean As Colleague"

Olga Andruskiw
Russell Sage College
"The Dean As Scholar"

Donna Diers
Yale University
"The Dean As Scholar"

Nan B. Hechenberger
University of Maryland
at Baltimore
"The Dean As Administrator"

Georgie C. Labadie
Florida A&M University
"The Dean As Colleague"

Andrea R. Lindell
University of New
Hampshire
"The Dean As Person"

Fostine G. Riddick
Hampton Institute
"The Dean As Person"

Doris B. Yingling
Medical College of
Virginia
Virginia Commonwealth
University
"The Dean As Administrator"

Midwestern Region

Doris A. Geitgy
University of Kansas
"The Dean As Colleague"

Elizabeth Grossman
Indiana University
"The Dean As Administrator"

Elizabeth C. Harkins
University of Southern
Mississippi
"The Dean As Person"

Virginia R. Jarratt
University of Arkansas
for Medical Sciences
"The Dean As Colleague"

Peggy J. Ledbetter
Northwestern State
University
"The Dean As Scholar"

Jannetta MacPhail
Case Western Reserve
University
"The Dean As Scholar"

Valencia N. Prock
Center for Health Sciences
University of Wisconsin-
Madison
"The Dean As Administrator"

Julia A. Lane
Loyola University of
Chicago
"The Dean As Person"

Western Region

Rheba de Tornyay
University of Washington
"The Dean As Person"

Patty L. Hawken
University of Texas
Health Science Center
at San Antonio
"The Dean As Administrator"

Carol A. Lindeman
University of Oregon
Health Sciences Center at
Portland
"The Dean As Scholar

Mary E. Reres
University of California,
Los Angeles
"The Dean As Administrator"

Marion M. Schrum
University of Nevada, Reno
"The Dean As Colleague"

Anna M. Shannon
Montana State University
"The Dean As Colleague"

Marilyn Christian Smith
Loma Linda University
"The Dean As Scholar"

Carmen Westick
University of New Mexico
"The Dean As Person"

To kick off each workshop we asked some of nursing's finest educators and leaders to introduce the series at each workshop location. These speakers were as follows:

Eastern Region

Baltimore, Maryland
Marion I. Murphy
AACN

Richmond, Virginia
Rose Chioni
University of Virginia

Midwestern Region

Indianapolis, Indiana
Mary K. Mullane
Formerly University of
Illinois at the
Medical Center

Cleveland, Ohio
Rozella Schlotfeldt
Case Western Reserve
University

Western Region

Portland, Oregon
Myrtle K. Aydelotte
American Nurses Association

San Antonio, Texas
Billye J. Brown
University of Texas-Austin

We also put together a team of expert consultants to evaluate the series' success in meeting the objectives outlined. We asked them to help us determine if we were doing what we set out to do, how we could do it better, and whether, in fact, the series' objectives and format were appropriate to the task of enlarging the pool of qualified executives. All held positions at top-level university administration at the time we selected them. They were

Eastern Region	Midwestern Region	Western Region
Jeanne Margaret McNally Associate Vice President for Academic Affairs General Administration University of North Carolina	Carolyne Davis Associate Vice President for Academic Affairs University of Michigan	Shirley Chater Vice Chancellor for Academic Affairs University of California, San Francisco

SCHEDULING AND WORKSHOP AGENDA

Locations and dates for each of the six regional workshops were identified. In each case a major school of nursing committed to cosponsor the workshop in its city. As cosponsors the schools agreed to provide administrative support in workshop logistics and to act as crediting agencies in the award of CEU credit to successful workshop candidates. In one case a school, the University of Texas Health Science Center at San Antonio, actually hosted the workshop in its facility. The series schedule and cosponsoring schools of nursing were as follows:

Eastern Region	Midwestern Region	Western Region
Baltimore, Maryland April 28-29, 1980 School of Nursing University of Maryland at Baltimore	Indianapolis, Indiana October 16-17, 1980 School of Nursing Indiana University	Portland, Oregon September 22-23, 1980 School of Nursing University of Oregon Health Sciences Center at Portland
Richmond, Virginia October 27-28, 1980 School of Nursing Medical College of Virginia Virginia Commonwealth University	Cleveland, Ohio April 27-18, 1981 Frances Payne Bolton School of Nursing Case Western Reserve University	San Antonio, Texas March 30-31, 1981 School of Nursing University of Texas Health Science Center at San Antonio

The workshop agenda was designed to allow time for formal presentations, questions for the presentators, small group discussion, one-to-one group interaction between participants and their mentors, interaction with other series faculty members, and informal networking among participants, both within and beyond established mentor groups. A typical agenda for the two-day workshop looked like this:

FIRST DAY

8:00-9:00 a.m.	Registration
9:00-9:30 a.m.	Welcome
9:30-10:15 a.m.	The Dean as Administrator: Roles, Functions and Attributes
10:15-10:45 a.m.	General Discussion: First Paper
10:45-11:00 a.m.	Break
11:00-12:15 p.m.	Work Session I: Problems and issues related to the dean as administrator
12:15-2:15 p.m.	Catered Luncheon
2:15-3:00 p.m.	The Dean as Scholar: Clinical Competence, Teaching, Research and Publication
3:00-3:30 p.m.	General Discussion: Second Paper
3:30-4:00 p.m.	Break
4:00-5:15 p.m.	Work Session II: Problems and Issues related to the dean as scholar

SECOND DAY

8:00-8:15 a.m.	Plan for second day
8:15-9:00 a.m.	The Dean as Colleague: Dean, Student, Faculty, Administrative Relationships
9:00-9:30 a.m.	General Discussion: Third Paper
9:30-10:00 a.m.	Break
10:00-11:15 a.m.	Work Session III: Problems and issues related to the dean as colleague
11:15-1:15 p.m.	Lunch on your own
1:15-2:00 p.m.	The Dean as Person: Rights and responsibilities
2:00-2:30 p.m.	General Discussion: Fourth Paper
2:30-3:00 p.m.	Break
3:00-4:15 p.m.	Work Session IV: Problems and Issues related to the dean as person
4:15-4:45 p.m.	Summary

PARTICIPANTS

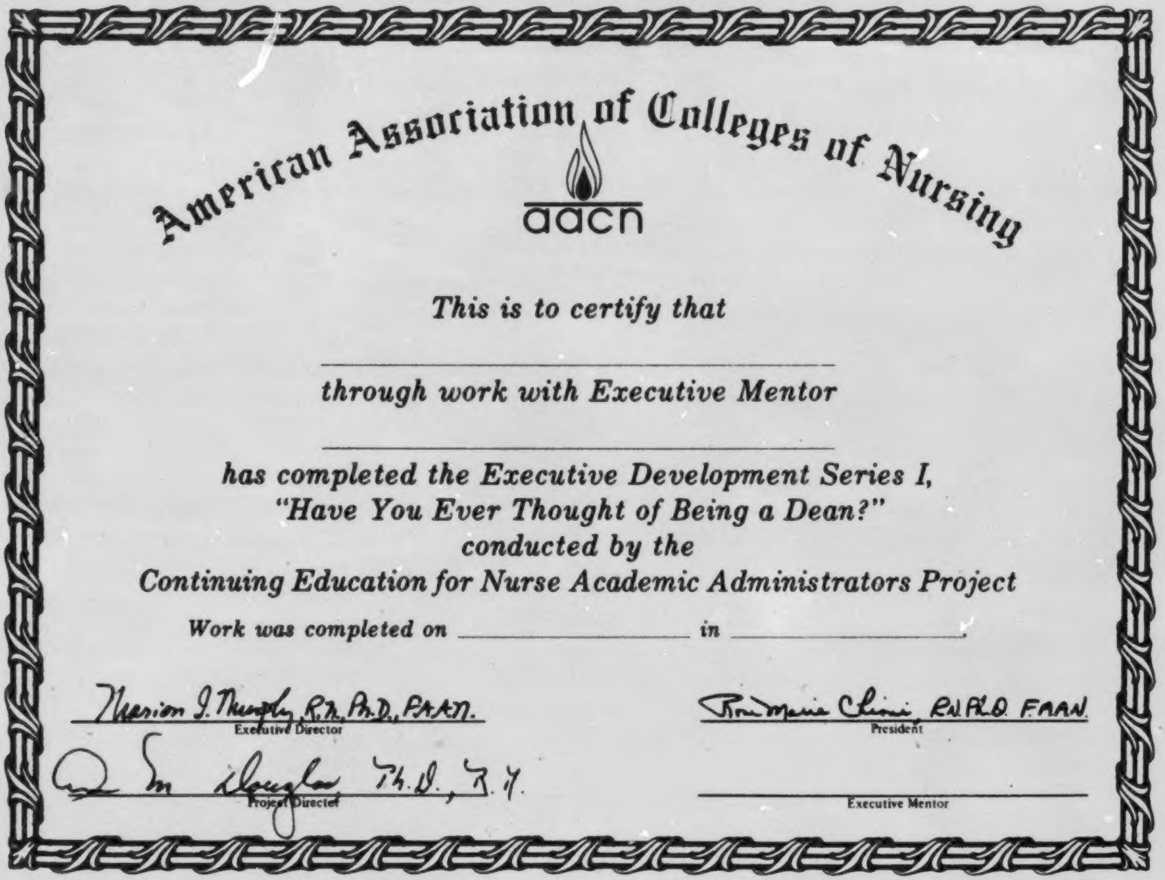
News of the series program was sent directly to all four-year nursing programs across the country and to major nursing and educational periodicals. Registration was limited to prospective and new nurse academic administrators. All registrants were asked to submit a current curriculum vitae for review of pertinent qualifications and experience for assignment to a specific mentor and group.

The promotional brochure emphasized the series' design as a three-component (workshop, interim study, workshop) learning experience covering approximately six months. Despite this emphasis, however, participants unable to complete the full series were given the option of attending only one workshop.

A complete roster of participants is listed at the back of this volume. The number of participants attending the regional workshops is included here. The significantly lower western regional figures reflect the fewer number of nursing programs in the western states:

Workshops	No. of Participants	% of Participants Attending Both Workshops
Eastern:		
Baltimore, MD	63	
Richmond, VA	67	
	130	66%
Midwestern:		
Indianapolis, IN	63	
Cleveland, OH	45	
	108	54%
Western:		
Portland, OR	30	
San Antonio, TX	35	
	65	53%

As of this time a significant number of participants have earned an Executive Development Series Certificate for attending both workshops and for completing, with the guidance of their mentor, an independent study project.



American Association of Colleges of Nursing

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This is to certify that

____

through work with Executive Mentor

____

has completed the Executive Development Series I,
"Have You Ever Thought of Being a Dean?"
conducted by the
Continuing Education for Nurse Academic Administrators Project

Work was completed on ______________ *in* ______________.

Marion I. Murphy R.N., Ph.D., F.A.A.N.
Executive Director

Rose Marie Chioni RN PhD FAAN
President

M. Douglas Ph.D., R.N.
Project Director

____
Executive Mentor

PARTICIPANT EVALUATION AND FOLLOW-UP

All workshop participants were asked to complete a four-page evaluation form before leaving the workshop site. Based upon an approximately 98 percent return the series was deemed very successful in helping participants to evaluate (a) their perceptions of the deanship and (b) their own intentions about assuming the position. Some participants came looking for the ABCs to deaning; they were disappointed to find that there aren't any. Others, who came expecting a qualifications list for the potential dean, were also disappointed. Some participants found it difficult to operate within the workshops' informal, open-ended structure. Others found it disappointing not to be able to work closely with more than one series faculty member. Interestingly enough, the latter two concerns, although often voiced by participants at their first workshop, were not raised after their second workshop. At the second workshop, they felt comfortable enough with both their mentors and with other group participants to use the series' format for what it was designed--serious reflection and productive group interaction.

For all participants the series' mentoring and networking mechanisms were extraordinary. The workshops provided a supportive, nonthreatening atmosphere in which participants could voice their concerns about their professional development and could share experiences. One participant (Dr. Ivy Nelson, Chairperson of the University of the District of Columbia Department of Nursing) wrote, "One cannot wish experiences to be retroactive. However, I believe that my life and performance as a nursing administrator could have been enhanced if programs of this kind were in effect during the formative years of my career. The greatest benefit to me is that of recognizing that my experiences as an administrator have not been unique."

In October 1980 Dr. Olga Andruskiw, one of our eastern series faculty members, raised an important motion at AACN's semiannual membership meeting in Washington. Dr. Andruskiw moved that AACN membership invite series participants to attend one upcoming membership meeting each as observers, in an effort to extend a collegial helping hand to these future deans and directors. The membership supported the motion and issued an invitation unprecedented in AACN's history. At the March 1981 membership meeting the first set of series participants heeded the invitation and were formally recognized as future leaders in nursing education. A total of 30 participants attended; 9 of them were or are now serving as chief executives of their schools. An invitation to attend the next semiannual meeting, in October, has already been extended to participants of the midwestern and western regional workshops.

Project plans call for periodic follow-up of all participants in an attempt to chart their professional development and to ascertain the impact, if any, of the series on their careers.

Cecelia M. Cunilio
Assistant Project Director

Introduction

A cursory review of a random sample of position descriptions used in seeking chief academic officers for a school or department of nursing indicates the paramount importance attached to outstanding administrative ability. Discussions with chairmen or members of search committees always elicit comments such as "she really must know administration." In the two years this project has been in existence, a review of the literature related to administration reveals an endless source of references--some of them similar and supportive, others absolutely contradictory. The rise of "administration" as a major in doctoral programs in schools of nursing seems to be compounding. There is even a resurgence of programs in administration at the master's level. The call for sound administrative practice is a message being heard loud and clear in nursing today. And potential academic administrators are heeding the call.

In communication the simple can often be complex because the message sent may not be the message received. Administrative theory and practice are not one-dimensional. Different administrators may practice effective and responsible administration and achieve their goals using the same administrative principles and practices but in different configurations. The significant factor is the individual. Content can always be programmed. Usually, intelligent leaders can not. Again the human factor makes the difference. Administration connotes different things to different people. For those of you who aspire to academic administration, there is no simple pattern you can adopt. There is no single profile which personifies the excellent administrator. In this volume we present six papers by six academic administrators from six different universities in six different states in the union. Each is a successful administrator. Each administers a successful nursing program. Their success is not inherent in the characteristics of administration but rather in their characteristics as they administer. If academic administration is your goal, focus your attention on the successful dean. Begin now and see administrative theory come alive.

Ann M. Douglas
Project Director

According to Elizabeth Grossman . . .

This paper focuses specifically on the dean's role as an administrator. The dean has many roles, and other papers of this conference will deal with the dean as scholar, as colleague and as a person. Although these latter roles certainly influence how the administrative role is played, the day-to-day operation of the school must be attended to; in this sense, therefore, the administrative role is central to the dean's functioning. I am not going to dwell on whether administration is management or leadership, but rather will operate from the premise that administration certainly involves both activities.

BACKGROUND

The use of administrative principles has been documented since 2000 B.C. A biblical reference can be made to Moses and his efforts to delegate authority to those below him in ancient times. During the last 150 years administration has become an area of study and much research. Initial writing about the modern administrator is credited to Henri Fayol, known as the father of the management process" school. A German, Max Weber, studied organizational functioning following the work of Fayol and is called the "Father of Bureaucratic Theory." The human relations era followed and is documented in the works of Barnard, Follet, Mayo, Lewin, and Moreno. Still later, behavioral science studies evolved, as typified by the "hierarchy of needs" theory developed by Maslow. Then McGregor, Argyris, Likert, Blake, Mouton, and Herzberg wrote of the benefits of positive attitudes toward people, developing workers, meeting their needs, and obtaining commitment through participation. A current focus is placed upon Fiedler's "contingency theory," Drucker's work in leadership, and Ordiornes' contribution on "management by objectives."

Administration is commonly considered to be both an art and a science. Over the past few years, much emphasis and writing has been focused on the leader, and there are certainly fundamental principles common to any administrative role which can be learned. To this extent, administration is more science than art. On the other hand, it has also been found useful to use a situational approach, as proposed in the various contingency models in current administrative theory. In other words, although there may be, indeed, universal principles in effect, one's action in any particular instance is guided by the circumstances; here is where administration can be viewed as an art.

Studies and writings of administration in higher education are relatively recent compared to the early studies of management in business.

Elizabeth Grossman, Ed.D., F.A.A.N., is dean, School of Nursing, Indiana University, Indianapolis, Indiana.

Administration in higher education has certainly become more complex and has received considerable attention of late by many writers.

ADMINISTRATION

Administration is the universal process of efficiently getting activities completed with and through other people. In a school of nursing, as elsewhere, this process consists of five basic functions: planning, organizing, leading or implementing, controlling, and evaluating.

Planning

The planning process is prime and depends upon how the school of nursing is viewed as fitting into the overall institution, in terms of philosophy, mission, and goals. Planning involves determining in advance the objectives to be accomplished and the means by which these goals and objectives are to be attained. Planning must be visionary, long-range as well as short-range, and should include forecasting as a significant facet. Planning usually involves the collection of relevant data from multiple sources. Then, when as much of these data as possible are in, decisions must be made regarding priorities, which in turn set the stage for developing the strategies and tactics to accomplish the goals.

Who is involved in the planning? To the extent possible, there should be some involvement by the total constituency. The more one's constituents know about or are involved in the formulation of plans, the higher the chance that they will support them. Appropriate involvement will be determined by the specific focus of the plans, whether they be related, for example, to curriculum, space, budget, or general growth of the school. Significant questions which must be asked include: Where is the school today? Where does it hope to be in a year? in five years? in ten years? Planning involves consideration of what has to be done, how it should be done, who should do it, who will evaluate the achievement of goals, what resources will be required, and what mechanism or process will be used to assess progress toward meeting these goals. A process chart might be helpful for referral and to keep the planning process on track.

Although planning is an absolute must, it is often difficult to find time for it. It is important to attend to but not to get so caught up in the day-to-day activities of administration that there is little time left for thinking, dreaming, and planning. This is where time management can be extremely helpful.

As the contingency theories point out, the specifics of the planning process, as well as the other administrative components, will depend upon many factors, including the size of the organization, that determine who should be involved and in what way.

An example of long-range planning is the development of a doctoral program at our School of Nursing. In the late sixties a faculty committee was set up and charged with exploring the feasibility of a doctoral program. The committee held lengthy discussions on the kind of degree to be offered and on a curriculum for the program. It also sought outside consultation. By 1973, when I assumed the deanship, the faculty was well along in debating the issues, including the rationale for the curriculum and the type of degree to be offered. The work of this faculty committee served as a base for inclusion of the doctoral program into a five-year plan subsequently developed by the administrative steering committee. A proposal for the program was developed and sent through the university system. For informational purposes, it was reviewed with the vice president, to whom the dean reported, as well as with the academic dean. It then was sent to the campus curriculum committee, to the University Degree Program Proposal Review Committee, to the administrative committee of the university, to the president, and to the board of trustees. This occurred in 1976. The university then sent the proposal on to the Indiana Higher Education Commission. After its approval, funding was secured through the state legislature and ultimately was identified in the School of Nursing's budget. Concurrent with the processes of moving the proposal through the system, the faculty continued to work on admission criteria, policies, and procedures, and the administration continued recruiting doctorally prepared faculty. The first students were admitted to the program in the fall of 1977. It is anticipated that two candidates will fulfill requirements for the D.N.S. degree by December 1980 and that six additional students will receive the degree by May 1981.

Organization

The next step after the planning phase, of course, is to develop a structure that allows and encourages accomplishment of the goals set forth. In other words, structure follows function. The organizational structure determines the relationship among the activities to be performed, the personnel to perform them, and the physical factors needed. Formal structure provides for the coordination of resources to accomplish the objectives.

Many kinds of organizational structures can be used to achieve the goals of an institution. Organizational structures can be linear or flat, centralized or decentralized, matrix or via committee, or a combination of these. The organizational structure in a school of nursing will depend upon, among other factors, its location, its size, its mission, whether it is part of a liberal arts college or a health science or medical center complex, whether it is in an urban or rural setting, whether it consists of one or multiple campuses, and the prevalent leadership style of the administrators.

If you are a newly appointed dean, it might be helpful for you to review the structure with the appropriate people in light of the mission and goals of the school or program. A review by an objective committee can provide insights and recommendations for change, if indicated. If a dean has been in a position for a time, consultation may be helpful to periodically review the structure.

The organizational structure will also influence the kind of faculty and staff required--which leads us to a discussion of an extremely important facet of administration. One of the most significant factors in administration is the recruitment of the right combination of personnel. The success or failure of an administrator is determined to a large degree by the persons recruited to share the leadership and responsibility; selection of staff and faculty is, therefore, critical. If you can surround yourself with competent people who have the necessary expertise and skills, you will be successful. Since administration involves getting things done through and with other people, effective administration sets the stage, secures the most competent people, and then turns them loose to help develop and achieve the goals of the organization.

Implementation--Leadership

Of course, all of the foregoing is dependent upon the kind of leadership the administrator can provide. Leadership consists of motivation, supervision, communication, bringing about change, and management of conflict. The literature is replete with leadership theories such as the "great man," "charismatic," "trait," "situational," "contingency," "path goal," and "life cycle" theories. You are all familiar with the writings about autocratic, bureaucratic, and democratic styles and the strengths and weaknesses of each. I believe there is no one best leadership style, and that leaders rarely use only one style. The interaction of the situation, the leader, and the follower all influence leadership effectiveness. The leader should have insight into his/her own behavior and its influence on others. He/she should also be knowledgeable about individual differences of followers, group characteristics, motivation, task structures, environmental factors, and situational variables and should be able to adjust and adapt his/her leadership style accordingly. The leader should develop a creative environment for "things to happen"--no easy task.

There are many lists of leadership qualities, but I would like to share the following characteristics described by John W. Gardner (1961):

1. A high level of drive or ambition and a distinct direction in which this drive is channeled.
2. Firmness in making decisions and the ability not to get side-tracked or spend time in bemoaning their fate even when they believe that their decisions may be wrong.
3. A high degree of work confidence.
4. Intelligence that is decidedly above the average and that frequently is outstanding.
5. Persistence, patience, and consistent hard work.
6. Good knowledge of the field in which they become leaders and frequently other fields as well.
7. Lack of overwhelming anxiety; sufficient calmness and stability to keep them moving along the lines in which they effectively want to move.
8. Tolerance of others, at least in their main field of endeavor.

The leaders must also recognize the role of nurturing and be able to accept this role.

Further, I would like to quote from Harry Levinson's article in the October 1980 Harvard Business Review, "Criteria for Choosing Chief Executives." He states:

> A good executive is multifaceted like a diamond. The larger the number of facets, the more brilliantly it shines. Some facets are larger, some smaller. And not all diamonds have the same number. But all facets are part of a whole diamond, which ultimately focuses the light passing through the facets to a single integrating point. Further, few diamonds are without flaws.

In his article, he lists 20 dimensions of leaders' personalities that are categorized under cognitive, human, and technical traits and suggests their use in selecting leaders. The leadership role requires a tremendous amount of energy and commitment.

Control and Evaluation

The control and evaluation functions of administration involve both internal and external processes. They require standards by which performance can be measured. Controls come through policy and procedure development, through allocation of resources, and through management of the budget. Internal evaluations include the annual reviews of faculty and staff, the process and criteria for promotion and tenure, and the annual review of achievement of goals by each department. The accreditation and regulation processes of nursing schools by state and national bodies are examples of external control and evaluation.

I would like to say a word about budgeting. The budget is based on the needs of the program and the goals to be accomplished by the school. Securing support for the goals of the school is a must and is an ongoing process in a number of arenas. Budgeting not only involves building the budget but also developing the justification or case for it and then the development of appropriate mechanisms and support for monitoring and control. Some obvious requirements include a comfortableness with basic math and figures, a knowledge of the budget processes within the system, the timetable and deadlines for each office, the policies and idiosyncrasies peculiar to the system that determine how various requests are viewed, funds labeled, and increases or decreases strategized. It includes mechanisms for input by the faculty and staff concerning current and projected needs. A competent fiscal officer can prevent many unnecessary disasters. Working on the budget is time-consuming and challenging but, from my viewpoint, fun. The institutional budget is a key resource for the implementation of goals, but other resources are necessary for a forward moving program and include securing outside funding from grants and contributions from alumni, friends, and many others.

I believe that the significant "golden rule" for administration is "He who has the gold rules." Translated into the language of the administrator of a school of nursing, it means simply that to achieve the goals of the school, adequate funding is essential.

The effectiveness of an organization is measured by its output; in the case of a school of nursing, the outputs are our graduates, our research endeavors, and our community service contributions. If the administrator can create an environment which helps produce quality products in each of these areas, he/she has been successful. There are no stars in administration, rather stardom comes from a relatively smooth running organization.

I have talked about the broad functions of administration in which the dean certainly must be well versed. I would like to also highlight some significant skills that I believe the dean as an administrator needs to continuously refine.

SKILLS

Communication skills (and by "communication" I mean receiving as well as sending) are absolutely essential in carrying out the administrative role since one must constantly work with and through people. The ability to communicate clearly--verbally and in writing, on a one-to-one basis, in small groups and large groups, on television and on tape--is expected. Listening skills are vital. The ability to ask the right questions for clarification and refinement in order to get to the real issue and the validation process involved are also essential skills. The dean needs to have knowledge of communication systems and networks and to appreciate the need and to develop the mechanisms to communicate with all the constituents--faculty, staff, students, alumni, higher administration, legislators, consumers, nursing service directors, physicians, and other health-related colleagues. Understanding and working with such diverse individuals and groups is a constant challenge to one's interpersonal relations skill. As an administrator the dean facilitates the various faculty roles of teacher, scholar, researcher, clinical practitioner, participant in professional community service, and lifelong student. He/she also facilitates student progress through their programs, as well as facilitating progress toward the overall goals of the institution.

The dean has multiple roles. By virtue of the position, the dean as the administrator is a role model, chief executive officer of the school, chairman of the faculty, and the official spokesman for the school. Prime, however, is the administration of the school. The day-by-day activities of a multifaceted organization must go on. To manage the many roles and, yes, the expectations and demands, the skill of time management is also critical.

And I have left the most important skill to the last. That is the skill of decision making. This is no easy task, and it involves the process of collecting data, knowing when one has enough data, and being able to reach out for more. It means being able to see through a myriad of data to get to the real issue. It means looking for protocols and guidelines for decision making and recognizing when these are absent. It means looking at the implications of the various options. It means knowing who the human resources are and seeking out those appropriate persons or groups to consult. These resources are identified through a number of ways and contacts. It means using past experience and past education and, at times, that sixth sense. It means the ability to solve problems, the ability to develop strategies and, yes, to make the tough decisions.

I would like to go back to the title of my paper, "The Dean As Administrator: Academic Administration--'It Depends'." In my judgment, there is no one way to organize, no one way to lead but rather it depends --it depends on the internal and external forces impinging on the department or the school. It depends on timing. It depends on the match of the leadership style of the dean and the setting. The variables are many. The ability to sort out and to make the most effective decision is critical. The ability to be comfortable with ambiguity, to sit long enough and to help others deal with ambiguity in order to work through and arrive at those tough choices and decisions allows for growth and time to develop and achieve the long-range goals. The role of the dean as an administrator is an exciting one because of the influence he/she can have in implementing change, in fostering the creative potential in all of us, and in working with committed faculty, scholars, and students to help build and lead a school to achievements unthought of today. The administrative role is a demanding one at best but also a very rewarding one.

Dr. Rozella Schlotfeldt (1979) listed eight maxims for a successful administrator.

1. Demonstrates the ability to explicate clearly and accurately the goals of the enterprise being administered.
2. Exemplifies cooperation, harmonious teamwork, and interdependence in designing and executing operations through which to attain explicated, shared goals.
3. Routinely and systematically evaluates the operations peculiar to the enterprise and gathers and presents objective evidence to document the validity of those assessments.
4. Routinely and systematically evaluates the operations peculiar to the enterprise and gathers and presents evidence to document their relative efficacy.
5. Demonstrates an investigative, open-minded approach to the identification of problems within the field and, at least occasionally, risks the institution of innovations as means for their resolution.
6. Fulfills generally held expectations for leaders and is accorded recognition and respect by other leaders in the same and related fields of work.

7. Earns and is accorded the respect of persons who are subject to the designated leaders' ministrations.
8. Demonstrates pride in and accepts appropriate credit for attainment of goals of the enterprise administered and for its contributions to the achievements of the larger social system(s) of which it is a part.

HELOISE'S HINTS

I would like to list a group of skills that I will call Heloise's Hints for Administrators of Schools of Nursing which I have personally found to be helpful.

- A sense of humor, to be able to laugh at oneself and with others helps keep one stable and humble.
- Being able to give and receive constructive criticism helps one grow.
- The accessibility and availability of a network of support gives one strength.
- Understanding the dynamics of change, and having the tools and skills to effect change, to know when to sit, when to push, when to risk, and when not to risk, gives one courage and confidence in working toward achieving objectives.
- Knowing how to work in a man's world is helpful to the woman administrator in academia.
- Being familiar with the political arena both internally and externally and having the skills to be effective in these arenas lessens frustration and enhances movement toward goal achievement.
- Understanding power--knowing how to identify the loci of power within the university, the community, and society; understanding the influence of power and its appropriate use--helps determine strategies for achievement.
- Understanding the tools of technology, such as computers, management information systems, and word processors, helps one use these helpful "monsters" or machines to the benefit of the school or department.
- An understanding of the multiple rules and regulations and policies which impinge on the school internally and externally, including the policies in the faculty handbook, the rules and regulations of the state board, affirmative action, higher education commissions, and pertinent legal rulings, allows for orderly planning and development.
- Learning to live with ambiguity and to help others to be comfortable with ambiguity allows time for growth.
- Learning to be comfortable with conflict and learning the skills necessary for effective conflict resolution can decrease unnecessary tension and can increase creative energy for growth.

- Learning to live with and encourage diversity and heterogeneity brings a broadening of perspective and a richness to the learning environment.
- Getting the most competent executive secretary to manage the calendar, your time, and the myriad of activities involved in administration can keep one sane.

The challenges and rewards are there. You have the choice. I will close by quoting from an article in Harper's Magazine, October 1980, by Joseph Epstein entitled "The Virtues of Ambition":

> We do not choose to be born. We do not choose our parents. We do not choose our historical epoch, or the country of our birth, or the immediate circumstances of our upbringing. We do not, most of us, choose to die; nor do we choose the time or conditions of our death. But within all this realm of choicelessness, we do choose how we shall live: courageously or in cowardice, honorably or dishonorably, with purpose or in drift. We decide what is important and what is trivial in life. We decide that what makes us significant is either what we do or what we refuse to do. But no matter how indifferent the universe may be to our choices and decisions, these choices and decisions are ours to make. We decide. We choose. And as we decide and choose, so are our lives formed. In the end, forming our own destiny is what ambition is about.

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According to Patty L. Hawken...

Reflecting back on my entry into a dean's role in 1974, I was as prepared as most, and better prepared than many to face the varied responsibilities inherent in the position of dean. I had been a department chairman, director of a graduate program, and an associate in administration. As an associate in administration, I had served in an apprentice position to the dean, and was given the opportunity to work in many of the areas of a deanship. However, even with this good experiential background as well as courses in management, I still had not been a dean.

I had two major concerns when I accepted my first position as a dean. First, how to do a budget for an entire school and, second, which responsibilities were administration's and which belonged to faculty. Of course, I soon realized there were other areas I might have been concerned about, but at the time I wasn't even aware of the total scope of the dean's roles and responsibilities.

The budget concern was the easiest to solve since I had joined a system in which the school of nursing is formula funded. The legislature, Board of Regents, and Health Science Center also issue guidelines which direct budget preparation. For instance, the across-the-board faculty raises and then the amount of money to be used for merit increases are all predetermined. My job as dean has been to allocate the state resources based on goals of the school, productivity of people, and program needs. Although I had viewed the budget in terms of faculty positions and salaries, staff, and facilities, I had not realized its full scope, nor had I realized that it also included dealing with unemployment compensation, equipment depreciation, and hundreds of supplies; projecting increases in telephone and postage rates; and trying to control run-away xeroxing costs. It is one thing to plan a budget and another to live within it! Should one find herself in an institution where zero-based budgeting is used, or where budget is based on the dean's defense of the requested resources, budgeting becomes an even more ominous task.

Budgeting, however, also includes the search for outside support for the school of nursing and the incorporation of grant or foundational support into the budget in such a way that prevents the school from becoming dependent on outside support to function while allowing it to use these funds as supplemental monies. A rule of thumb that I have used is never to put essential program support (faculty salaries, staff salaries, etc.) on "soft dollars." Grants and foundational support have a tendency to be fluid and can be terminated unexpectedly. Therefore, outside funding can be used as start-up money--for developing a new program, for

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equipment relacement, for travel funds for faculty, or for temporary faculty or staff support. Budgeting is not easy, and knowing basic budgeting terms and operations is helpful. In the final analysis, however, successful budgeting will be determined by your own institution's process, guidelines, and procedures and by your ability to work within that system to obtain the maximum amount of money for nursing.

The second concern, the dividing line between administrative and faculty responsibilities, is continuous because there are no black and white rules to follow. What I have discovered over the years is that the art of cooperation and communication is essential in this area of territoriality. Basically, in our school, faculty have the prerogative to establish policies (admission of students, promotion and tenure, curriculum), and administration carries out or facilitates the implementation of the policies. There are shades of grey in this arrangement. Workload policies, for example, may be legislatively mandated or directed by the Board of Regents. The dean then has to look at total school needs and individual capabilities and make decisions within the limits of all of these constraints and guidelines. Each area within the school of nursing needs to be examined from the standpoint of who is accountable, who should have input, and who should appropriately be making decisions.

The dean's role as an administrator encompasses many facets--all the areas, such as planning, organizing, directing, coordinating, communication, mentioned in management books--and many more. I want to elaborate on only a few areas--specifically, planning, facilitating, coordinating and communicating--and share with you generalities and specifics based upon my experiences. I also want to add that above and beyond all of these management functions is the important ingredient of administrative style. The style of a dean is individual, different, and can't really be taught or changed. It is the complexity of the person with her values, beliefs, interests, and concerns that affect all areas of management. That is why two deans approaching the same problem in the same way may have opposite results. Administrative style is an intangible yet powerful ingredient to consider. In discussing the various areas, I will be giving you examples of decisions based on my administrative style. Others might appropriately handle situations differently.

Planning is one of the most important jobs that I do and involves both long- and short-term goals. We have goals for the school of nursing that exemplify the mission of the school. Using these goals which are jointly generated by faculty and administration, it is usually the dean's responsibility to determine which goals to concentrate on first and to plan ahead for their accomplishment. Several examples may help. The year I accepted the deanship the school needed to begin planning for NLN accreditation. I began to view "planning" as a much bigger job than just curriculum and faculty. Total school assessment and evaluation down to the number of right-handed and left-handed chairs needed was fascinating and educational. To me, the details--projecting staff, equipment, program direction, trends, and the ramifications of these on the total direction of the school--are exciting. It is equally exciting to see the results of the predictions and plans. Accreditation and all of its attendant facets highlighted many areas that needed long-range planning (for instance, at that time, the need to recruit and retain doctoral faculty, the need to determine the future direction of the graduate program, and the need to address the concerns of R.N.s in the community who were eager to return to school). In 1977, after the school had received an eight-year accreditation, the faculty and I began to look five years ahead to determine where we wanted to be in 1982. The decision at that time was that the curriculum, which had been a top priority, was sound, and it was now time, while maintaining the high quality, to refocus our direction on nursing research. The short-term goals were (a) to encourage present faculty members to return to school to earn their doctorates, (b) to provide summer appointments for faculty members with doctorates and research interest to begin research projects, (c) to provide faculty members engaged in research with secretarial, computer, and research assistant support, (d) to initiate a spring symposium research day and invite outstanding nurse researchers to share their research efforts with faculty, (e) to initiate faculty in-service programs to assist faculty members in developing grant writing skills, and (f) to allocate space for research as an indication of the importance of research activity.

By 1982, all of the short-term goals will have been implemented. We have secured funding to allow us to seek a nationally recognized nurse researcher with a clinical nursing research focus and a grant track record. All of these accomplishments have been achieved through planning, goal setting, and hard work!

Student enrollment is another area of planning and involves both long-term and short-range plans. As we watched national trends, it became evident that the college population was changing. It contained more women, working students, married students, and minority students and encompassed a broader age range. Therefore, three years ago we began to plan curriculum patterns to attract and retain this changing student population. We initiated small course offerings; evening, weekend, and summer courses were planned to accommodate our varied student population. Along with this changing student population, college enrollment also had begun to drop, with the result that nursing schools who previously had waiting lists of prospective students were now seeing classes go unfilled. This called for recruitment planning as well as development of a variety of curricular patterns. We were fortunate to have initiated all of these options just as college enrollment was declining in our area of the country as well as nationally. Planning should not be crisis-oriented; although such an orientation is sometimes inescapable, in general it should be future-oriented. Every dean ought to have a plan for growth, one for steady state, and one for retrenchment.

Turning from planning to another key facet of deaning is the role of facilitator. Facilitation involves many areas--between administration and faculty, administration and staff, faculty and staff, faculty and faculty, and on and on. Let me illustrate by discussing some of the dean/faculty aspects of facilitation. I found out early that faculty members like to be involved in all aspects of the school. However, they are the first to say that too much is demanded of them and that their jobs are too time-consuming if they are involved in all aspects of the school. As a facilitator I try to analyze the activities faculty members are involved in and to determine if it is something administration can do. For instance, the faculty determines the student admission policies and makes recommendations regarding students seeking admission. Administration gathers the information for this committee and writes the letters to students after the committee decides who will be admitted. This frees the committee to do what it is most capable of doing--making decisions. Another example is making clinical arrangements for students. When I came to my school all nursing faculty members were involved in making their own clinical arrangements with agencies. This became more and more difficult since we were competing with ourselves as well as the other schools in the community. I first studied the whole area of clinical arrangements and identified the major problem areas: (a) working with other schools within the community, (b) working with clinical agencies, (c) meeting the needs of the curriculum, and (d) obtaining faculty input. A meeting was set up with the directors of the other nursing programs in the city, and a clinical nursing committee was established among the educational institutions to deal with all clinical arrangements. Each school brings its clinical needs and recommendations to this group, and it is jointly decided and agreed upon as to which school will go where and when. Then this committee goes to the clinical agencies in a united fashion to negotiate their decisions. To coordinate all aspects of clinical arrangements within this School of Nursing, a clinical liaison position was established in our school. This person meets regularly with the clinical nursing committee, makes the contacts and initiates the contracts with the clinical agencies and coordinates faculty input and curriculum needs. The clinical liaison person makes all clinical arrangements for each faculty, including sending a list of objectives and students' names to each unit of every institution. There were many areas like this in which faculty members were doing activities that others could do.

In our nursing skills laboratory, we now have teaching assistants who assist students in learning nursing skills. We also have student assistants to take care of setting up the learning laboratories to free faculty members and others from these routine activities. We have two full-time audiovisual technicians to set up and operate any media needed for classes. A full-time media specialist is on board to help make slides, transparencies, posters, and so forth, for faculty members so they can spend their time preparing the content--not spending time illustrating it. Secretarial services are provided for all aspects of the school's programs. When faculty committees decide to have a faculty development program, administration will take care of the details. As a facilitator, it is important to free faculty members to do what you hired them to do--teach and do research, and service. The dean must take the initiative in this role because faculty members often do not know what the extent of the possibilities are.

Another aspect of facilitation is faculty development. By this I mean sitting down with faculty members, helping them to define their goals and then designing ways to meet the goals. I meet with each faculty member twice a year for planning and evaluating his or her progress. These meetings also keep me aware of faculty interests so that when events, such as a workshop or conference come up that would benefit the faculty, I can alert them to these opportunities. For faculty members who are interested in experiencing a form of management, I encourage them to think about a coordinator position. The assistant to the dean is also a position that was established specifically for faculty members who are interested in pursuing the top administrative positions. Developing faculty is a time-consuming but rewarding experience, and I believe it should be a top priority with a dean. Identifying faculty members who are ready to take on new opportunities such as teaching graduate courses or developing new clinical sites is important. Equally important is the constant analysis of faculty members who have been with the school to determine if they need a change and a new challenge. When a faculty member starts complaining--this is the time to see if routine has set in and a new challenge is needed--many times a change is indicated. I personally see the whole area of interface between the dean and faculty as interesting and exciting--a way the dean can be involved in the personal side of school administration.

Coordination of activities within the school is another important job. One of the things I have learned is that the dean must decide what objectives the school is going to achieve each year and then organize the school so these goals can be met. Upon entering a deanship one will often find traditional organizational structures--associate deans, assistant deans, department chairmen, and so forth. This may be the best structure to accomplish what it is the school wants to achieve--or it may not be. My personal style is to have only a few administrators. Further, our school doesn't have a division between graduate and undergraduate faculty. When faculty members accept a position, they do so with the understanding they may be teaching in the graduate program for a while and then moved to the undergraduate program or vice versa. We also don't have departments; we use coordinators for undergraduate faculty for each semester and one coordinator for all graduate faculty. Coordinators are changed approximately every two years. I have an associate dean for curriculum whose primary responsibilities are to facilitate the ongoing program and to project and develop new program areas. The assistant to the dean position is an important one. It is specifically a training position and allows a faculty member to work with me and to have the opportunity to engage in top administration. All staff responsibilities and liaison activities with the Health Science Center have been delegated to this person.

Another area of coordination involves making provision for emergencies before they happen. In every area, faculty and staff, we have back-up people. If the secretary in student information is ill, we have two people who can move in and take over. If a faculty member is ill, our back-up system provides for other faculty members to cover his or her duties. This system is important in order to maintain a smooth functioning operation. Also, in jobs where a manual or a detailed job description is helpful, we've had people write out their duties so nothing is left to chance or memory should an individual need to be out of the job for a period of time. This is essential for good coordination. When my secretary is ill, the other administrative secretaries can take over; they know where the filing is; the school doesn't stop functioning. I keep my associate dean and assistant to the dean informed about every activity in the school so they are up-to-date on all events. They've each been through budget planning and I've taken them to budget hearings. I feel confident that either one could move in effectively should I be called away or need to step down. All of this planning and activity was done to facilitate the smooth operation of the School of Nursing and to coordinate the various activities. The organizational framework should facilitate the activities you want to accomplish and may need to be altered periodically.

One other aspect of the dean's role that I feel is crucial within the School of Nursing--and then I'll talk briefly about outside the School of Nursing--is that of a communicator. No matter how effectively one believes oneself to communicate, it can always be done better. Establishing regular and ongoing channels of communication between the dean and the faculty, students, and staff is very beneficial. To ensure effective communication with the faculty, at the beginning of the year I present a state of the school paper outlining goals and directions, and at the end of the year an annual report summarizing accomplishments. I also present the budget at the beginning of each year and go into detail about areas of constraint and areas where money has been allocated for growth. I attend monthly faculty meetings and share information that will be helpful to the faculty. Periodically, I have a brown bag lunch to discuss issues. In addition to meeting individually with faculty members twice a year, I encourage them to come in and see me whenever they believe they have a concern or good news to share. This past year I've started to attend each team meeting twice a semester. There is no agenda for these meetings. The faculty know I'm coming and can ask questions about anything that interests them; I share the information I have. I find face-to-face sharing most effective. Coordinators do a good job but may not always interpret something the way I do. In addition to these regularly scheduled activities, I eat lunch in the faculty lunchroom frequently. I also purposely block out time on my calendar weekly, if possible, when faculty members are in the building, and I walk the corridors just sticking my head in open office doors and chatting with faculty members. This has been helpful to faculty members who have a minor or simple question--they feel free to ask it at that time.

I meet with my associate dean and assistant to the dean weekly, and with each coordinator every other week. We then have a meeting of all administrative people monthly. The staff meets monthly with the assistant to the dean, and I join this group periodically. I also make an effort to drop into our secretarial pool area, the continuing education area, or the learning laboratory periodically to be available to staff.

Communication with students is a little more remote. I do meet with the presidents of each class every other month for a luncheon meeting. The students, however, meet with faculty liaison people, and their concerns are channeled through faculty or committees. I've had open sessions where students could drop by and talk with the dean, but I found these were not well attended because their questions were being answered through other channels.

Two other channels of communication that are used within the School of Nursing are the monthly communique, The Informer, and the memo system. The Informer serves to inform faculty about happenings within the School of Nursing. Faculty and staff contribute and all receive a copy each month. My own style of direct contact is by memo--not always the best method. I don't like the telephone since I usually can't find who I want to talk with when I want to talk with them. So as not to lose the thought, I send a memo. Memo communication may lead to misinterpretation since the reader is free to add his own inflections and interpretations.

Within the area of communication, I love the mail, which in our school is delivered twice a day. The mail has high priority with me because it is a major input channel to the school. All of the mail is taken care of each day. Faculty members know they can send memos and have a response within a day or two. I am a believer in handling a piece of paper once. I read a memo or a letter from someone and answer it. Delays occur only when I'm out of town or if information is requested that takes time to gather. These are some examples of building a communication system that I think are important. With all of these communication tools in use, still communication is a constant problem.

Outside the School of Nursing I believe the dean ought to be visible and involved. The image of the school is often personified in the dean by those with whom the dean comes in contact. In my present setting, all deans meet weekly with the president and vice president of the Health Science Center, and this is an extremely valuable network. I have the opportunity to inform them about nursing, keep them apprised of all activities, and to take an active part in all aspects of the Health Science Center. I represent nursing at all official events and am pleased to do so. I am asked for my input into centerwide decisions; being involved and included in top administration is a rewarding experience. As an administrator the dean does need to represent the school and to see that the school of nursing is included in campuswide events. She or he should, therefore, make a special effort to attend such events. When requesting support, financial or otherwise, I find it is important to have all my facts and rationale well in hand and not to present in an emotional manner. Although I am not "one of the boys," I can be appreciative of their concerns, their point of view, and their administrative styles.

Maintaining contacts within the community, within the legislature, with other professionals and within one's own profession is also extremely important for the dean. I won't take time to discuss this whole area in detail, but it is an expectation and a necessity if the school is to be recognized and supported outside the boundaries of the campus.

Each administrator (dean) will develop her/his own approach and style which really need to be evaluated in light of the organizational goals and trends. Try to identify your own strengths and weaknesses and fill in areas of weakness by delegating these responsibilities to others who possess these areas as strengths. I used to worry about how long to stay in a position. I've now decided that it is more important to consider one's own style and strengths and to compare them with the school's growth and progress. If you are a builder and the school is in a retrenchment phase, this is perhaps not a good match. If you are a maintainer and the school is growing, this is not a good match. Each person has to evaluate his or her contributions in light of the school's present and future direction.

Many pitfalls and concerns face the dean as an administrator. I have touched on only a few of the administrative areas a dean must manage. One also deals with leaks in the roof, injuries in the building, a myriad of reports, federal and state guidelines, and a whole array of problems. The administrator is usually blamed for anything that goes wrong and given little if any credit when things go right; it is not an ego-boosting job. The administrator has the task of terminating nonproductive faculty and dismissing students who haven't achieved. There are many decisions that are tough--denying tenure to a popular but nonproductive faculty member and enforcing policies, such as posted office hours and handing in sick time, that seem to infringe on freedom of faculty. A big pitfall can be to "kill the messenger" when a faculty member brings bad news--to take it out on the faculty member rather than to accept the news and thank the person for being so helpful. In this day of litigation, the trend of reality of lawsuits is very real; time and emotion that is involved in one lawsuit can be overwhelming. The constant battle of the budget is distressing. It is difficult when one cannot meet all of the faculty's needs. Having to deny resources is hard on an administrator. Although I haven't had to face this problem to any great extent, I can anticipate the added stress when this type of information needs to be shared with faculty. One always has to base these constraint-related decisions on the goals, directions, and priorities of the school.

I've tried to touch on some highlights of the dean as an administrator and to give you some examples from my own experience. I guess the best advice I can give you is to remember Rule Number Six--Don't take yourself too seriously. As to Rules One through Five . . . there aren't any!

According to Nan B. Hechenberger. . .

There is something I don't know but that I'm supposed to
know.
I don't know what it is that I don't know and yet I'm
supposed to know--and I feel I look stupid
If I seem both not to know it and not to know what it is
that I don't know.
Therefore, I pretend I know it.
This is nerve wracking
since I don't know what I must pretend to
know.
Therefore, I pretend to know everything.
I feel that you know what I am supposed to know, but you can't
tell me what it is--because you don't know that
I don't know what it is.
You may know what I don't know but not that I don't know
it--and I can't tell you. So you have to tell me
everything.

Origin Unknown

Surely there is not a "new dean" anywhere who has not had these feelings, at least occasionally. And just as surely, the new dean may have trouble identifying the all knowing "you" in the quotation. For this reason, I believe the notion of "mentorship" that is built into this Executive Development Series is invaluable. Abraham Zaleznik, in an article in The Harvard Business Review (1) explores the development of managers and leaders and concludes that leaders are of a psychologically different type than managers and that their development depends on their forming a one-to-one relationship with a mentor. According to Zaleznik, managers and leaders differ fundamentally in their orientations toward their goals, their work, their human relations, and their selves.

Managers tend to adopt impersonal, if not passive, attitudes toward goals. They tend to view work as an enabling process involving some combination of people and ideas interacting to establish strategies and make decisions. They try to shift balances of power toward solutions acceptable as a compromise among conflicting values. For many who become managers, the need for survival dominates their need for risk, and their ability to tolerate mundane, practical work assists their survival. Managers prefer to work with people; they avoid solitary activity because it makes them anxious. Managers relate to people according to the role

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they play in a sequence of events or in a decision-making process. Managers see themselves as conservators and regulators of an existing order of affairs with which they personally identify and from which they gain rewards. Perpetuating and strengthening existing institutions enhances a manager's sense of self-worth.

Leaders, in contrast to managers, are active instead of reactive; they shape ideas instead of responding to them. The net result of a leader's influence in altering moods, evoking images and expectations, and in establishing specific desires and objectives is to change the way people think about what is desirable, possible, and necessary. Leaders work to develop fresh approaches to long-standing problems and to open issues for new options. Ideas, in fact, at times obsess the leader's mental life. To be effective, however, leaders need to project ideas into images that excite people and only then to develop choices that give the projected images substance. Consequently, leaders create excitement in work. Leaders tend to feel separate from their environment. They may work in organizations, but they never belong to them. Their sense of who they are does not depend upon membership, work roles, or other social indicators of identity.

The dean, because of his/her unique role in the organization is both manager and leader and therefore becomes, according to Dr. Jeanne Margaret McNally, "one who walks on water and entertains while doing so"(2). This paper considers the dean both as manager and as leader and in some respects allows you a glimpse of my life during the last 24 months--from the time of my candidacy for the deanship through the first year and a half of my tenure as dean and chief administrative officer of a large university school of nursing. It gives you an idea of how I thought it would be, what I thought needed to be done, how I would do it, and where I and we are today.

Kanter and Wheatley(3) identify four career tracks in academic administration: the faculty track, the lower middle management track that requires technical skills, the higher middle management track that requires both faculty credentials and some technical expertise, and the top leadership track. I became a candidate for the deanship at the University of Maryland School of Nursing as a direct result of having been on the faculty for a period of six years. My primary responsibility was teaching on the graduate faculty in the area of nursing administration. My previous administrative experience in higher education had been at another university and was at both the lower middle management level and the higher middle management level; my doctoral preparation was in administration of higher education. This, however, was my first venture into the top leadership level.

Each of the four finalists for the deanship was required by the Search Committee to present a colloquium for faculty and students of the School of Nursing. This colloquium was to address issues and trends in higher education, nursing education, and nursing; future directions of the School of Nursing; and administrative style. The following excerpts are taken from the colloquium that I presented in April 1978.

It is my bias that today's world brings renewed significance to the field of educational administration, to its theory, and to its practice. Institutions of higher education play a vital role in our society in that they educate individuals for every other institution in that society. Nursing is one of these institutions...

Before discussing the current and anticipated state of nursing education, I believe it is necessary to review briefly the changing patterns of administration in higher education in general since these changes--in financial support, in priorities, in controls, even in expectations for higher education in the future--serve as a framework for fitting into proper perspective the changes taking place in nursing education...

The scenario for higher education in the decade 1958-1968 was one of unprecedented growth in enrollment, expansion of programs, and increase in functions. Institutions were responsive to the social demand for new services, increased research productivity, and improved educational opportunity. The financial requirements for this were supported by a high level of public confidence. However, about 1968, it became apparent that the cost trend induced by the growth period exceeded income prospects. Higher education was in financial depression, and, today, severe budgetary limitations are fact, rather than possibility on most campuses...

This lack of adequate financial support and the associated diminution of public confidence in our institutions of higher education has been accompanied by the imposition of an increasing number of external controls by federal and state regulatory agencies and by a number of changes in internal priorities. The Maryland State Board for Higher Education, for example, has developed a master plan including role and scope statements. In so doing, the Board has confronted some broader issues, such as the appropriate role for segments and institutions as to sources of students, types of students, level of program offerings, and research and public service functions. This has obvious implications for new program approval...

Another implication of limited resources means that academic planning must include the review of existing programs for the dual purposes of developing quality programs and the termination of ineffective and unproductive programs. The implication that programs will be terminated as well as developed is something that institutions have generally been unwilling to face. Legislative involvement in evaluation has also increased.

> Numerous states have extended the functions of legislative audit staffs beyond questions of fiscal management to selective in depth studies...

Although the bulk of my remaining remarks did not deal directly with the issues that have been raised above, I feel it is important to bear these in mind as they provide the setting in which the dean of a school of nursing must function.

The paper went on to describe changes in the field of health (and therefore in nursing and nursing education) and in public expectations of the health professions which combined to cause a major change in the structure of nursing schools, their relationships to other health sciences schools, their relationships to the rest of the university, and their relationship to society in general. These changes have put enormous stress on the administrative structure of nursing schools and on those responsible for the administration of these institutions. Some of the factors which have transformed the functions of administrative officers of nursing schools are growth in size; pressure to effect some correlation between the needs of society for certain kinds of nurse power and the rate at which that nurse power is produced; professional and institutional accountability; and rising expectations of nurses about participating in a more meaningful way in patient care.

The paper spoke, in addition, to the triple mission of the university, the proparation and utilization of professional nurses, and to the establishment of a collegial relationship with nursing service and other health disciplines.

My concept of administration of nursing education probes roles and relationships of the dean as they pertain to the organizational functions of academic, faculty, and student affairs, development (including alumni, public, and governmental relations), and finances, and is predicated on the assumption that the process of administration requires the dean to spend some proportion of his or her time in each of the organizational processes of planning, organizing, leading, and evaluating. I believe, however, that the dean, particularly in a large, complex organization with several educational programs, needs to spend considerably more time on activities related to planning and organizing than on those related to leadership and evaluation. This implies that the dean has to be willing and able to "let go"--to delegate responsibility and authority for specific functions and programs and to hold the appropriate persons accountable. For example, I believe that the development and articulation of the philosophy, goals, and objectives of the school are primarily the prerogative of the faculty but that these need to be realistically stated within the boundaries of local, state, and regional planning patterns and within guidelines dictated by both the actual and potential resources of the school in terms of faculty, facilities, and finances. To set unrealistic goals is to build in failure and frustration at the outset.

Both external and internal organizational relationships need to be established and nurtured by the dean. External relationships include those at the federal, regional, state, and community levels and include both nursing and non-nursing groups. Internal relationships include those within the university as a whole, within the local campus if the school is within a multi-campus university, and within the school of nursing itself. These relationships are purposeful relationships directed toward securing or maintaining the faculty, facilities, and finances necessary to provide a first rate educational program, to produce scholarly research, and to fulfill the commitment of the school to its many publics. I believe in a kind of personal diplomacy. This diplomatic style requires a considerable investiment of time and energy, both physical and psychological. In order for this style to be effective, therefore, the dean must give these relationships high priority, in terms of both time and energy. To summarize, I believe that the ability to assess organizational goals and the ability to establish and maintain good, purposeful interpersonal relationships both inside and outside the school are crucial to the success of the dean.

In addition, the dean is responsible for providing leadership in academic, faculty, and student affairs and for providing a mechanism for ongoing evaluation and development of both personnel and programs. In conceptualizing the issues to be grappled with and the activities involved in these areas, the ones that come most readily to mind are those related to admission, progression and degree requirements, curriculum administration, governance, academic freedom, appointments, promotions and tenure, salary administration, collective bargaining (if and when it becomes a reality), student activities, counseling and related services, resident life, staff development, and accreditation.

Communication patterns vary widely in different types of organizational settings. Most institutions of higher education are organized in a way that provides for a pluralistic sharing of powers to make policy and program decisions on a collegial basis. Under this type of structure are many channels of communication--vertical, circular, and horizontal. Given this freedom of communication, the opportunity for beneficial interactions is greater than it is in an organization where great emphasis is placed on vertical channels.

In addition to organizational structure and communication patterns, the dean needs to be familiar with the relationships among morale, motivation, and productivity if he/she is to create an environment that will enhance goal attainment. Morale refers to the extent to which an individual is able to satisfy personal needs within the context of the organization. Productivity refers to the satisfaction of organizational goals. Only to the extent that the satisfaction of personal needs is congruent with the satisfaction of organizational goals is there a positive relationship between high morale and high productivity. When factors in the work situation itself serve to meet the personal needs of the individual, high morale leads to high productivity.

These concepts related to morale, motivation, and productivity provide clues to the environment the dean needs to structure in order to achieve predetermined goals. There is considerable evidence that faculty members are more productive in environments in which (a) leadership is not confined to those holding status positions in the power echelon, (b) good human relations are considered essential to group production and to meeting the needs of individual members of the group, (c) responsibility, as well as power and authority, can be shared, (d) those affected by a program or policy share in decision making with respect to that program or policy, (e) the individual finds security in a dynamic climate in which he/she shares responsibility for decision making, (f) unity of purpose is secured through consensus and group loyalty, (g) maximum production is achieved in a threat-free climate, (h) appropriate organizational structure is used to divide labor and implement policies and programs developed by the group affected, (i) the situation, and not the position, determine the right and privilege to exercise leadership, (j) the individual in the organization is not expendable, and (k) evaluation is a group responsibility(4). Presumably, this kind of environment would promote high morale and high productivity and, therefore, would allow the dean to experience considerable success.

Successful leadership in nursing education is complex and depends to a large extent on knowledge of and skill in implementing the leadership process. Its effect is based in the motivational system of both the dean and the faculty. Nursing educators have a unique opportunity to exercise leadership in a variety of situations, both inside and outside the university. Not only do they have the opportunity to influence students in their own schools of nursing, but by participating in research, continuing education, and consultation their influence may be even more widespread. Faculty members in graduate programs in nursing have an even greater opportunity to influence large numbers of individuals through the efforts of their graduates who, in turn, assume influential positions in nursing. The dean of the school of nursing bears a special responsibility for exercising leadership in relation to his/her faculty, since people tend to lead in the manner in which they are led.

As dean, my initial priority was to implement an organization-wide organization development program. This program involves a systematic survey of the organizational climate as perceived by faculty, staff, and students; sharing the results of the survey with faculty, staff, and students; mutual prioritization of problems to be solved; and the designing of strategies to deal with these problems. In April 1978, I envisioned a need for some version of team building, management by objectives, and structural changes beginning at the top organizational levels and filtering down. Implicit in this priority is the fact that institutional performance is at risk unless the development of its administrators is viewed as a top priority. My second priority was related to the evaluation, upgrading, and expansion of existing programs. In this regard, I would give special attention to the further development and implementation of the doctoral program, expansion of the Continuing Education Program and the Outreach Program, decentralization of the Faculty Orientation and Development Program, and the implementation of evening, summer, and weekend classes. My third priority was the decentralization of the budget. I envisioned, at first, decentralization to the levels of the primary units in the school, that is, the undergraduate, graduate, and continuing education programs, with the associate deans and the director of continuing education responsible for budget planning and administration within their own units. Further decentralization would be determined by the organizational structure at the time of the decentralization.

On October 1, 1978, I became the dean of the University of Maryland School of Nursing; on that morning, I met with the faculty and pledged to create an environment in which the faculty would have the freedom and the resources to demonstrate its diversity and creativity, and I reiterated my priorities for the school. I also reiterated my previous comments on the constraints of limited financial resources and increasing external regulation. I noted my determination to move the school forward in a logical and organized manner, but also noted that thought is a prelude and not an alternative to action.

The philosophy of our School of Nursing speaks to a holistic approach to man. The philosophy of a school should permeate its every activity, including the administrative activity. Accordingly, the dean should make every effort to implement that philosophy in his/her relationships with each group and each individual in the school. The common philosophical belief of the dean and faculty in the holistic nature of man should lead to a true concern for each other. Without this kind of human concern, there cannot be a healthy environment, and without a healthy environment, we cannot educate students. Within an academic community there must be respect not only for our similarities but also for our differences.

Some of the "in" expressions used in describing organizational climates are "open," "trusting," "honest communication"; but I think that perhaps what is basic to all of these expressions is a single word--one we do not hear used frequently in administrative circles--and that word is "truth." I believe that straightforwardness and truthfulness should be a hallmark of academic administration, so that whether a person agrees or disagrees, whether he/she likes something or not, he/she has no reason to suspect deviousness or double talk. An acquaintance of mine, a college president, has noted that "truth can be hard, it can be sharp, it can be distressing," and she says that truth needs to be combined with graciousness. "To have a gracious way of administering is to show the value of the person no matter how harsh the reality of the truth has to be."

My purpose in meeting with the faculty on my first morning as dean was five-fold: to provide for a public transfer of leadership; to symbolize my esteem and concern for the faculty; to reiterate my priorities; to set a "tone" for my administration; and to ask for the help, understanding, and support of the faculty.

During the 1978-79 academic year, we made some major structural changes. It is hoped that our projected structure will be totally operational by 1982. As part of the overall organization development plan for the University of Maryland School of Nursing, a series of three workshops for academic administrators was planned. During the first session, we explored the role of the academic administrator both in general and from the perspectives of supervisors and of subordinates. On the assumption that one responsibility of the academic administrator is to create a healthy organizational climate, we also looked at the characteristics of a healthy academic climate. We then compared perceptions of our own organizational climate (based on responses by faculty and staff to the Woodcock Blockage Questionnaire, an instrument designed to clarify which areas of an organization are most in need of development to remove obstacles to the effective use of people) with the characteristics of a healthy organization. Eleven blockage areas are addressed: (a) inadequate recruitment and selection, (b) confused organizational structure, (c) inadequate control, (d) poor training, (e) low motivation, (f) low creativity, (g) poor teamwork, (h) inappropriate management philosophy, (i) lack of succession planning and management development, (j) unclear aims, and (k) unfair rewards. Our purpose in making this comparison was (a) to identify gaps between our academic environment and the healthy academic environment, (b) to identify the effects of these disparities on achieving the mission of the school, (c) to identify what must be done to make our environment more congruent with the healthy model, and (d) to identify priorities for action.

We prioritized our problems for action and developed strategies for coping with problem areas. Strategies were developed for the undergraduate program, the graduate program, academic services, and the continuing education program. These strategies were to be implemented in the School of Nursing during the period between October 1979 and February 1980. At our second workshop in February, we identified problems encountered in the implementation of our strategies, with particular emphasis on process-related problems. Much of this second session was spent on leadership. Strategies related to improving interpersonal and leadership skills were developed and are now being implemented in the work setting.

In May we will evaluate the strategies we have implemented in relation to organizational outcomes and identify priorities for our 1980-81 administrative development program. One part of this evaluation will be based on the responses of faculty and staff to the Woodcock Blockage Questionnaire, which was utilized to determine if their perceptions of the organization have changed significantly since last year. In fact, there were statistically significant differences in every blockage area between 1979 and 1980, indicating that each area was rated as significantly less problematic in 1980. It is important to note that our sessions include more than an administrative development objective in that we actually follow up and implement our strategies between sessions in order to evaluate and re-evaluate our progress. We hope that these workshops will give us a better understanding of our organizational role, strengthen our leadership skills, and provide some sense of excitement about meeting the challenges that face us in our positions as academic administrators.

My second priority was the evaluation, upgrading, and expansion of existing programs. At this point, we are about on target, having admitted the first students to our doctoral program; having initiated a master's outreach program in two rural areas of the state; having expanded the continuing education unit to include faculty orientation and development; and having initiated a feasibility study to determine the need for evening, weekend, and summer offerings at the master's level. We have not begun to decentralize the budget and will not do so until our organizational structure is more stable, we can identify cost centers, and we can provide some staff development on the budget process.

This paper has concentrated on some of the internal activities of the dean as administrator. This is not to negate the external role of the dean, which is considerable, but to demonstrate a process that I have found to be helpful and effective--set goals, develop strategies to attain those goals, implement the strategies, evaluate, set goals based on evaluation outcomes. I believe administration is a rational process that needs to be approached in a rational way. The dean sets the tone in the school of nursing and his/her objective should be to create an environment which will attract outstanding faculty members and students and in which both of these groups will be able to utilize their talents constructively in the production, transmission, and application of knowledge.

The past 18 months have been the most challenging, exciting, and rewarding in my professional career. I have good days and less than good days, but the constant support and help that I receive from the administrative team, with whom I work closely, provides me with a sense of stability and a sense that this is the right thing for me to be doing at this time. In short, I enjoy being a dean!

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According to Valencia N. Prock . . .

Since size, organization, mission, and diversity of constituencies are important elements in the role of the dean, I shall begin by reporting some facts about the outfit in which I work as a dean and professor.

The School of Nursing, University of Wisconsin-Madison is one of four schools of nursing, all autonomous, in the University of Wisconsin system. The school is located in a Center for Health Sciences which includes four health professions schools (allied health, medicine, nursing, and pharmacy) as well as University Hospital and Clinics, and three other service units. The Center for Health Sciences is administered by a vice chancellor. Although the deans report to the vice chancellor, they have direct access to the chancellor and vice chancellor for academic affairs and meet bimonthly with the chancellor and all the deans on the campus.

The dean serves at the pleasure of the chancellor. There is no written description of a dean's role in the university. All of the deans are tenured and are professors in their respective schools or departments. When a dean resigns or retires at age 65, he or she usually returns to teaching and research as a professor until the mandatory faculty retirement age of 70. Although not clearly specified, joint evaluation of a dean's work takes place at five-year intervals.

All of my precepts about "deaning" have arisen from study, experience as a faculty member in two schools with sophisticated deans, and a deanship experience of more than ten years at the University of Wisconsin-Madison. Our school has an enrollment of about 1,100 students and a complement of 160 faculty members and academic staff. The School of Nursing is organized as one large department, with the dean acting as chair of the faculty organization and chair of the Executive Committee, which is composed of 18 tenured faculty members at the associate and professorial levels. The Executive Committee advises the dean on personnel issues, promotion of faculty, and the budget. The school has 25 nurse faculty members with doctoral preparation.

The office of the dean is assisted in the administration of the school by three associate deans (baccalaureate, graduate, and continuing education) who work as a team, sharing leadership responsibilities for a single faculty and student population. Budgeting, recruitment, promotion, personnel, and assignments of work are centralized functions. A good, supportive, nonfaculty administrative staff is in place.

The school offers baccalaureate and master's degree programs. The graduate degrees are conferred by the graduate school. An experimental

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joint Ph.D. program in nursing and in social psychology will be offered in the fall of 1981, at which time it will enroll a few selected students.

The mission of the University of Wisconsin-Madison is education, research, and service, but the traditions of strong undergraduate and graduate teaching and research remain as top priorities. The "Wisconsin Idea"--a concept which holds that a major mission of the university is to serve the public which supports it--is mirrored in the slogan, "The boundaries of the campus are the boundaries of the state." One of the major functions of the University of Wisconsin-Madison continues to be improving the quality of life for Wisconsin citizens through the direct application of university knowledge to the problems of contemporary society.

WHO IS THE DEAN?

While many definitions of deans have been given, an interpretation by Dill (1976, p. 1) deserves attention.

> Like medieval galleons, deanships come in many sizes and styles. They range widely in cost and complexity, and in accommodations for crew and cannon power. Most are built without design, improvised instead from memories of previous successes and failures and elaborated to the extent that local initiative and creativity will allow. They are often slow and clumsy craft, hard to maneuver and not too well suited for long voyages in stormy seas. Some, like the great Swedish ship Wasa in 1628, have been known to capsize in calm water and sink, flags flying, shortly after leaving the dock.

Unflattering similes aside, Dill goes on to say that deanships are important but that the evolution of deanships has been unplanned and has been shaped in specific instances by all kinds of local forces. According to Dill, this makes the deanship, like middle management positions in most institutions, an anomalous, variegated, perhaps ultimately indescribable role. Deanships are transitory creatures of time, place, discipline, personality, and circumstance. They are not fixed points in the academic sphere.

To this definition might be added the dysfunctions and constraints placed on university administration as perceived by Yarmolinsky (1975, pp. 61-62).

> No institution in the United States puts more constraints on its administration than a university. The administration cannot hire or fire a faculty member on its own initiative. It cannot initiate a new course offering, or modify or abandon an old one. It cannot determine the requirements for completion of a course of study or decide whether or not the student has met

> those requirements. And in most cases, it can neither admit or dismiss a student.

In other words, in the university world, the administration has no exclusive rights or privileges. It has certain limited power, but it is not sanctioned by law or custom as a substantive decision-making agency.

WHAT DO DEANS PRODUCE?

In our industrial society, graduating students are called products. What do the deans produce? Deans do not usually generate big credit hours as part of the job. Neither is the research productivity big for most deans. Further, how can anyone tell the difference between a good dean and a bad dean? The answers to these questions elude us even though an encouraging number of studies are appearing in the literature related to the dean's role. Most of the literature which appears is still subjective and inspirational.

Hodgkinson (1981, p. 723) believes that the biggest change in the role of an educational manager in virtually every administrative area will be toward "clarity of outcome." Perhaps in a dean's role, faculty development, curriculum development, research productivity of faculty and students, and innovations in models of clinical experiences are among the desirable outcomes. More study is needed to tease out the potential outcomes, describe them, and to measure them.

My own perception of the dean's job is to keep uppermost in my mind and that of the faculty what the university is all about. And to try to manage the flow of incentives and contributions of faculty so that the school "works" from a programmatic point of view.

What is a university all about? Literally it has taken me years to assimilate the meaning of a university community and the meaning of a university in society.

Concepts of a University Community and a University in Society

Not all universities are the same; not all schools of nursing are the same. There is a general consensus, however, that in the ideal situation research and teaching are closely related. The university gives the individual scholar the freedom and intellectual environment for research for transmitting the qualities and understanding of research into all of the scholar's teaching. The purpose of the university is an intellectual one. The university's only uniqueness ultimately arises from the power of thought, the dedication to basic inquiry, and the discipline of intellectual training (Levi, 1968, p. 25). What unites a university and school is not information and ideas held in common but the values of scholarship and the intellectual life.

For nursing as an applied science the intellectual job is to expand the base of knowledge in nursing, to improve nursing practice by the study of phenomena related to clinical nursing and nursing delivery systems, and to furnish professional education for the upcoming generations of nurses.

In my view, the dean and the faculty should be cognizant not only of what the university community is all about but also of the existence of a fragile interdependence between the school and society. Bailey (1973, p. 15-16) has stated bluntly that academy exists and prospers by public sufferance. He believes that our capacity to continue will depend upon the following key understandings:

- that the state is our legitimator, benefactor, and protector;
- the state's understanding that the academy is important to all the segments of society--the polity, the economy, the culture, in short, to the public interest, as transmitter and producer of knowledge, as preparer for work and leisure, as social critic;
- our mutual understanding that the tough problems ahead, for the nation and for the world, cannot be solved without superbly educated minds;
- our own understanding that we need to improve our policy making skills, our data base, our capacity to make political friends if we are to help those who wish to help us;
- and finally, our renewed understanding that our most essential task is to increase society's capacity for civility and for civilization.

Common Issues Faced by Deans in Schools of Nursing

Regardless of size, organization, and setting, deans of collegiate schools of nursing face an array of problems around well-known areas:

- mission and goals (long-term planning);
- budget and funding (allocation of scarce resources);
- school or departmental structure and administration;
- needs of diverse students (advising, measures of learning, skilled teaching);
- needs of faculty members (appointment, promotion, tenure, faculty development, faculty governance);
- recruitment and retention of minority students and faculty;
- research (resources, productivity);
- location of clinical facilities;
- place and image of the school in the university and the community;
- continuing education;
- needs of alumnae;
- impact of external forces--socio-political and economic;
- pressure for increased productivity with same resources;
- relationship with nursing service;
- use of educational technology (computer: AV-media);
- building and space;
- relationship to vice chancellor for health sciences, other deans, and central administration;

- planning for change;
- and on and on.

The demands from various constituencies--university administration, students, faculty members, staff, alumni, state and federal governments, professional associations, society--are increasing and never-ending. The dean has a leadership role in pulling together a sense of what the school's most closely bound constituencies--faculty and students--have come together to do and a specification of the participants and contributions from them that will enable things to get done. The dean manages the flow of incentives and contributions so that the school "works" from a programmatic point of view and the mission of the school is accomplished.

At the moment, decreasing financial resources is a crucial issue in most of our schools of nursing because of inflation and declining support from federal, state, and private resources. The dean works within the bureaucratic state and federal and campus structures to negotiate the best allocation she can for her school. Increasingly, endowment income for both private and public schools is of major importance. The dean's attention must also turn to the constituencies of students and prospective students whose tuition payments are needed if revenue projections are to be met.

Deans are faced with more demands for hard data related to costs. Use of more sophisticated methods for keeping of budgets and costs and use of computers are absolutely essential to a dean. Whether or not the dean is involved in the overall university budgetary processes, every dean must begin learning the relationships between economics and education.

Mayhew (1973) stated an important consideration in that faculty discussions of educational policy should be much more attuned to budgetary considerations than they have been traditionally. Curriculum, mode of instruction, and teaching load do affect costs. The School of Nursing needs to explore simulation models of student enrollment and attrition, faculty resignation, faculty retirement, and faculty on tenure track in relation to project revenues and expenditures. Detailed accurate information about students, faculty members, courses taught, student-faculty ratios, facilities used by the faculty and students and their costs to the school, travel, costs of supplies and equipment, and replacement of equipment, library, and media facilities is essential.

ILLUSTRATIONS OF THE STEWARDSHIP OF ONE DEAN

What I have attempted to uphold in my deanship are three basic concepts:

- the presence of academic freedom,
- excellence in meeting the mission of the school through long-range planning of goals and appointment of qualified faculty, and
- shared authority in faculty governance.

Academic Freedom

I favor an instrumental, liberal organization which maximizes academic freedom. By academic freedom I mean not institutional autonomy but the right and obligation of each individual faculty member to teach and to publish the truth as he/she sees it and to choose his/her own subjects and methods of research and disclose the findings without regard to their consequences.

Wallis (1975) stated that for the predominantly instrumental institution, decentralization, individualization, and specialization of functions including administrative functions are appropriate. My experience is that some of us in nursing in leadership positions in education as well as in nursing service have trouble in "letting go," in delegating responsibilities, and in not having tight control.

Trust is a prerequisite to the effectiveness of any institutional climate. Rufus Miles (1969, p. 355) made a statement which is of great import to me, "The element of human behavior which is central to an analysis of organizations under stress is that of mutual trust. It is the cement which holds the organization together. It is the mortar between its human bricks. Where trust is high, an organization can stand an unbelievable amount of buffeting; where it is low, a seemingly innocuous incident may set off a chain reaction of crumbling human relationships."

Recently, the dean appointed an ad hoc committee to study and recommend an organizational structure for the school of nursing which would permit optimum mobilization of the faculty's expertise in meeting the mission of teaching, research and service. The work of the committee was guided by the belief that any reorganization and structure should facilitate greater articulation of the school's educational programs, facilitate maximum faculty participation in academic decision-making processes, and stimulate and enhance individual and collective scholarly productivity.

The organization approved recently by the Executive Committee as the result of the work of the Ad Hoc Committee on Organization and Structure is one which is aimed at maximizing academic freedom.

Excellence in Meeting the Mission of the School

In my opinion, two components are essential in meeting the criterion of excellence in forwarding the mission of the school. The first is a definition of the mission and goals of the school arrived at by the system members. The second is recruitment of qualified faculty members. Both require the participation of professorial faculty members in the school.

The mission statement of any system embodies purposes, philosophy, and values. The members of a school of nursing, for example, should know what the enterprise is all about.

Goals, on the other hand, are concrete, specific, behavioral, operational, realistic, and worthwhile; they are communicated clearly to system members, and system members are committed to them. In fact, faculty members are active participants in both the mission and goals statement of any school. Mary Kelly Mullane (1969; 1977) has written two articles which are classics in the nursing literature about faculty roles and functions in a large university setting and mission of the nursing unit.

Mullane (1977, p. 3) stated that in times of stress we have a special need to review our roots, our history, our purposes, our priorities. She stated that "planning for retrenchment that is derived from a clear conception of the nature and mission of the school is less retrenchment than reaffirmation of essential goals and values."

People today are almost exclusively concerned about economic issues, and that includes the faculties of schools of nursing. Rising tuitions in our schools and universities will tend to decrease the entry of minorities and the poor. No growth of monies can be expected for research. Lack of federal capitation grants and special project grants and advanced training grants will affect markedly the financial condition of many schools. A helpful strategy in this economic crunch is forward planning and goal setting.

According to Mac Stravic (1980, p. 3) the theory of planning is fairly basic:

1. It is better to plan than not to.
2. Having goals tends to result in greater progress than not having goals.

Planning is the design and management of change. Mac Stravic stated that planning works because the organization can improve its performance, its contribution to society, and its visibility by acting in advance of some predicted or desired future to prevent or minimize an undesired change and to achieve or maximize a desired change.

Schools of nursing have known at some level that federal monies for nursing education were going to decrease drastically. We have a long-term academic planning committee, chaired by the dean, which was mandated by our chancellor to discuss and plan for financial exigencies. Currently, the group is discussing priorities for the school in its straitened financial circumstances. For example, our current faculty-student ratio in clinical experience for undergraduate students is 1:7 and sometimes 1:4 and 1:5. This ratio will not survive in a budget crunch. The committee is advisory to the dean and will be reporting to the Executive Committee and then to the faculty about the goals and ways to achieve them.

According to Mac Stravic (1980, p. 4) the possible accomplishments of planning include at least the following:

- Unifying the members of the organization behind stated goals, thereby facilitating coordinated efforts in the future.
- Motivating members of the organization to upgrade the quantity or quality of their efforts.
- Identifying and enlisting sources of support and approval.

- Identifying and defusing potential opposition by either careful selection of goals and stragegies, or carefully engineered planning participation by possible opponents.

The second component in forwarding excellence in the mission of the school is the appointment of qualified faculty members. The greatest strength of any university or school is in its superior faculty. Distinguished universities are expected to be "companies of scholars," whose business is to know, to teach, to discover, and to serve. Faculty members are ranked in a hierarchy from the instructor to the professor levels. Each rank has stated or implied expectations.

Mullane (1969, pp. 1-2) has stated well the problem of nursing as an academic discipline:

> Nursing educators appear to be uncomfortable with differentiation among ranks or assumptions of levels of expectation of scholarship and performance. The generic term 'nursing faculty member' seems preferred perhaps because such generality has allowed us all to enjoy the image of university faculty without really confronting the imperatives, the requirements of scholarship production which increase with each rank. If nursing is to remain an academic discipline in our great universities, we nurses must meet those universities' expectations of faculty qualifications and performance. Our professors must teach, of course, but their teaching must be based upon, renewed, and kept relevant by broad constant review of the literature and by investigations in ward, clinic, and home which test the validity of propositions for the improvement of nursing care, specialty by specialty; case investigations must be reported in print and in word where they can be reviewed for the knowledge and critique of colleagues.

In our school, my perception is that the recruitment and appointment of well-qualified doctorally prepared faculty members is one of the most important jobs engaged in by the dean in concert with tenured faculty members. Recruitment of doctorally prepared faculty members is the first priority of the School of Nursing even in these depressed financial times.

Currently, in our outfit, we have 25 doctorally prepared faculty who are nurses; in 1970 there were seven. Doctoral preparation is the expectation for anyone appointed to the assistant professor level. Master's-prepared people serve as lecturers usually for no more than two years in order that they do not "use up" scarce tenure time as instructors when they are not prepared to engage in independent research work or to be eligible for outside funding. At present, about ten faculty members have part-time teaching or research assignments in the School of Nursing and are enrolled in doctoral education in a variety of fields on campus and off.

At one point in its history, our School of Nursing offered an individual an option as to whether he/she would prefer a tenure track or a clinical track appointment. That option is no longer available unless the individual is in a service agency for more than 50 percent of his or her time, is qualified at the master's level, and the agency is a place where the school places its students for clinical experiences. The appointment is contingent upon the school's use of the agency as a clinical field for students.

The dean makes clear the expectations of the school upon interview of prospective applications for faculty positions in the school. Generally, no one is appointed to the assistant professor rank whom the dean and the Executive Committee do not believe will qualify eventually for tenure. Caution is exercised not to overload the assistant professors with teaching and service responsibilities. Conscious, planned effort is made to make time and resources available to the assistant professor to engage in scholarly work and research. The Executive Committee counsels the assistant professor at time intervals of two years to provide a benchmark as to how the assistant professor is progressing toward tenure. The assistant professor may select a tenured faculty mentor or mentors for more frequent exchange and consultation.

The shifting of full-time clinical faculty members of the School of Nursing staff to the tenure-track faculty was a big change which was prepared for carefully with participation of the academic vice chancellor on campus as well as the Executive Committee of the school. An impetus for the change was the planning for a doctoral program in nursing and a big increase of students in the graduate program. The dean held individual conferences with all the clinical faculty members to map out their respective options and a time frame. The plan was put in writing for each clinical faculty member and signed by the member and the dean. By the fall of 1983, the school will have no full-time clinical faculty members, except for three clinical professors with indefinite appointments who have long tenure in the school. Many of the clinical faculty members opted to enroll in a doctoral program and to work part-time in the School of Nursing as teaching assistants or, in an earlier day, as lecturers.

About seven of the former clinical faculty members have returned as tenure-track or tenured faculty. The dean finds joy in their accomplishments and in the leadership which this group exerts in the school in tackling problem areas, such as the returning R.N. student, the structure and organization of the school, the academic resources within the school, updating the baccalaureate curriculum as well as being tied to their respective research endeavors. The position papers on issues being generated by this group show a high quality of analysis and critical thinking.

Continuing education for faculty members in a university takes the form of faculty-organized seminars in which research is reported and analyzed and its applicability and merits debated. Our school had formed loose interest groups in which this kind of activity takes place. The parent-child interest groups seems to be most active in this regard.

Faculty members are invited to attend seminars in other departments in the university. I do not believe that many attend. Pressures of time are very real, but ways must be found to recapture more time for seminars and research.

The socialization of faculty members into university life remains a crucial issue. How this can be accomplished effectively is of concern to this dean. What is academic freedom? What is the responsibility of the faculty? What forces threaten the autonomy of the university and the nursing programs within them?

Another problem not cogently addressed is the involvement of professorial faculty members in nursing practice in the hospitals, clinics, and homes. More than half the academic staff members of our School of Nursing have joint appointments in a wide range of clinical agencies where students have experiences. For the most part, these academic staff members are master's-prepared clinical nurse specialists who also have over 50 percent service commitments in the agency. A few of our professorial faculty have direct involvement in nursing practice. Many, however, are engaged in study of the phenomenon which is nursing practice.

In a paper recently delivered before the Council of Baccalaureate and Higher Degree Programs, Spero (1980) stated, "Practice experience for faculty is essential when, and only when, it is reflected in the teaching of students, the research of faculty, the generation of new knowledge and the sharing of that knowledge." I am sure that there are many differences of opinion about this issue.

Schools of nursing, as they enter a period of declining growth, will need fewer faculty members and may have to redeploy them. Somewhat different personnel policies may be required establishing position control in the dean's office in a departmentalized school, hiring more temporary and part-time faculty members and investigating the potential of early retirement.

In any case, long-range educational planning is necessarily based on data generated both in-house and out. Faculty participation is a necessity.

Shared Authority in Faculty Governance

Governance of higher education is an exceedingly intricate matter that varies from institution to institution according to the type of institution, the composition of the faculty, the nature of the student body, and the public visibility of the campus (Mayhew, 1973). Institutions differ according to function; they should also differ in style of governance. Governance is affected by size, function, and degree of centralization or decentralization of authority.

Recently the Ad Hoc Faculty Governance Study Committee, University of Wisconsin-Madison, made its report to the faculty (November 1980).

> At this University, the professor is, in large measure, a self-directing professional. Furthermore, faculty members should have a hand in basic decision-making because, with their expertise and experience, they have an important, indeed an indispensable, contribution to make in the formulation of basic institutional policity decisions... To cite an example, the decision to promote a probationary appointee to a tenure position--which is surely one of the very most important decisions a university makes--can only be made properly in the light of judgment of the appointee's professional colleagues, for the special knowledge on which a judgment must rest is to be found primarily and often exclusively, in the faculty itself.
>
> The Committee would stress that a system of shared governance, such as ours, requires that those who participate in the making of decisions must be adequately aware of the facts from which these decisions emerge. This means that if the faculty members are to play a meaningful role in the process of making policy decisions, the administrators, who are more apt to have easy access to the underlying facts, must make them available to the faculty so that informed positions may be taken. Without a steady flow of information from those who have it to those who need it, cooperative decision-making cannot amount to very much...
>
> Shared governance is not an assurance of an easy, relaxed or peaceful life unmarked by friction. Where the circle of decision-making is large, the variety of interests, opinions, and desires is all the greater, and the task of finding an equilibrium between clashing views and competing wills is never an easy or simple one.

For most faculty members, and certainly for nontenured faculty, the department is the most important single unit of faculty governance where decisions are made. If a school functions as one large department, decisions and policies about curriculum, student selection, administration, retention, and graduation are made within the department.

ATTRIBUTES OF THE DEAN

I have no formula which identifies or lists the attributes of a dean. I am painfully aware of my own shortcomings in the role of a dean. I like best what Mary Kelly Mullane has stated, "A successful dean is one who has the fun of using her wits to the fullest and living to tell the tale."

Walker (1979) argues that successful academic officers differ from their less successful counterparts not so much in personality or experience as in their conceptions of a university community, the administrative process, and their own role and status. Ineffective leaders, he stated, tend for example, to view decision-making as a series of isolated acts of courage; effective leaders view it as a continuous, reasoned process of policy development and information.

In Sandul's (1976) study of deans, the area of research received least attention. In Schlotfeldt's (1975, p. 45) view, the responsibility of the dean is to provide educational leadership, do research of her own, encourage faculty and students to do research, and do administrative work as well.

Walker (1979, p. 193) offers three general propositions for the special attention of college or university administrators:

- Respect the people with whom you work.
- Understand the university for which you work.
- Remember, as an administrator, why you are there.

My version of what lies ahead is that problems are here and lie ahead; that there are reasonable solutions to most, if not all of them; that it is better to plan for the future; and that the dean is in a good position to initiate the planning with the faculty. The big challenge to the dean and to the faculty of a school of nursing is to stay flexible, fashion new approaches to the solution of problems old and new, preserve the quality of the internal life of the school and at the same time to reshape the organization and goals to the needs of the twenty-first century.

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According to Mary E. Reres . . .

It was no great philosopher, scientist, nor prominent leader in any field, rather it was Pogo who said, "I find myself surrounded by insurmountable opportunities." Alone at my desk at odd hours at UCLA, I have often reflected on those words uttered by the comic strip character, and am convinced that Pogo must have once been a dean. How else could he have spoken with such heartfelt wisdom and understanding of the frustrating challenges that both excite and oppress the one who holds the chair of dean? Being "surrounded by insurmountable opportunities," opportunities for the school or college that have to be realized if progress is to occur, is the daily work-a-day concern of the dean. But first the opportunities have to be identified, recognized, and that is what separates a dean as an administrator from those who bear the title of dean, but are merely managers.

The position of dean allows an individual access to total information of a system, both assets and limitations. Faculty members, by comparison, have vision limited to the angles of the system that interface with the teaching role. The dean, with access to and a position elevated by more information, has the advantage of looking farther down the road in predicting changes that will occur. As an administrator, the dean should be able to predict over a three-year period the major social changes that will affect the school or college under her direction. Such vision, of course, requires a great deal of understanding of the trials, trends, and tribulations that are affecting the world at large.

Ours is by and large a materialistic world based on the exchange of commodities, both goods and services. Even colleges of nursing, which "produce" humanitarians to deliver health care, are business enterprises --"not for profit" in most cases, but a business enterprise nonetheless. A dean as an administrator must be able to predict what is going to occur in the world at large, both economically and socially, and how those occurrences will impinge on schools of nursing. With every shift of social change, there are resultant opportunities for growth. Even more basic than that, there is the possibility of continued survival if the change is absorbed. Since nursing is an essential social service, its very viability is dependent on being current with the society which it serves; if it does not keep current and does not adapt to social change, it will find itself as dead as the nonadaptable dinosaur of earlier times. Such national and, increasingly so, international vision is essential for a dean to serve as an administrative leader in leading the system in a growth state through fluctuating social change.

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To be able to do so, an administrative dean must be able to devour voraciously all sorts of economic, legislative, and social data and project the long-range consequences on health care delivery and resultant effects on health education. The data base cannot be gained by reading Time, Newsweek, the current journals in health care, or by reviewing the news broadcasts on the public media. Such information relates to current happenings but affords little or no data from which to base future projections. Deans who really work their role from an administrative stance have major resources in publications such as The Wall Street Journal, Kiplinger Report, Business Week, Forbes, and Health and Manpower Report.

A faculty is responsible for the development of curriculum, but it is the responsibility of the dean as administrator to be alert to national and social precursors that suggest changes in health care delivery that will affect that curriculum. For example, the emphasis on health promotion that will lead to greater industrial and occupational health demands and resultant programs, the over-supply of physicians and under-availability of nurses which will lead to altered functioning roles of both disciplines, the availability of third-party payment to nurses and the resultant demand for practitioners, and the shifting in the dominant age group of the population and the need for health care tailored to the rapidly growing geriatric population are but a few of the variables that will affect in a profound way the health care curriculum. With knowledge increasing at such a rate that half of everything we teach in nursing at this very moment will be out of date in five years, the faculty members prepared in various areas of specialization have more than enough to keep abreast of such technical changes in their specialties and then to incorporate them into the teaching process. The dean as administrator needs to function not in areas of prior specialization but as a generalist aware of the broader picture in health care. It is the dean's responsibility to inform the faculty of impending trends that suggest augmentation of the curriculum and then to proceed to garner the resources to make such needed change possible.

With current and greater anticipated reduction in state and federal reserves due to various tax cuts, the dean of a college will have a greater need for financial information and expertise in getting monies than at any previous time in university settings. Grant support from the federal government has already diminished to such an extent that its role in providing a monetary base for training and research programs in any discipline is negligible. It will be in unision with industry that tomorrow's mutual training and research goals will be realized. Pair-bonding with industry requires an understanding of the fluctuations in the corporate world, its calculations of risks, its tax and philanthropic reliefs and particular leanings, and fluency in the language of the business world itself. The dean as an administrator has the responsibility to negotiate for his or her college, but the negotiations will be on a far greater scale to the world at large than has been required in earlier times. The dean's role in a very real way is increasingly becoming that of an administrative executive.

The dean must therefore be both visible and accessible to the world at large. Such visibility will entail the dean's presence on corporate boards, federal committees, state advisory bodies, and national task forces of professional associations. It will show them to be indeed the vital link between the college and the community. A few deans of earlier times--such as Lambertson, Schlotfeldt, Redman, McManus, Nahm, Hassenplug, and Connelly--had the ability to deal with the greater universe. They were few in number. Now, and increasingly so in the very near future, the fiscal survival of the individual college will necessitate having at the helm a dean similarly capable of performing at both a national and an international level.

The role of a dean is compounded, however, by the fact that the role is both one of administration and management--administration in the reality of being the chief executive officer of the college, middle management in terms of the over-all university hierarchy. It is essential that the dean fully realize the nuances of this complex dual role, and be able to function appropriately within each as the task of the deanship demands. Negotiations with the greater community ultimately involve the greater university, and it is the greater university that receives whatever fiscal awards are made and then are transmitted to the particular college. While the dean is usually the prime negotiator in such transactions, it is vital that she work closely with top university administration throughout the course of each given transaction. The leader within any specific college on a university campus has no way of knowing of other ongoing transactions between the university at large and that foundation or sector of the business world. Extreme caution must be exercised lest a dean ever appear to be speaking for the university. Likewise, university officials will fully need to attest that any contract entered into does not imply university endorsement of a business or its products. While working with the overall university administration, the dean has to appreciate that in matters related to the nursing college she is hired to be the top administrator on that campus but that on matters that bridge on university resources, such as transactions to outside affiliates, the role of dean in the hierarchy is one of middle management. Lack of awareness of this delicate duality of role and resultant lack of appropriate utilization of aspects of each contributes to the bulk of the intrauniversity political conflicts involving neophyte deans.

From the management aspect of the role, deans deal in resources. They are essentially wheelers and dealers of the first order whose task it is to attract the faculty of the greatest expertise, the brightest students, and the fiscal and material resources necessary for growth and development of the highest quality educational program. Resources within most universities are constrained at this time, and the dean will find herself in stiff competition with her peers on that campus to justify the award of FTE's and resultant support fund base to the college of nursing. It makes the task even more challenging to recognize that nursing stands in a position with potential for explosive growth, at a time when resources are constricting universities to a nongrowth state. Obviously, if growth is to be realized within the college of nursing, the dean must negotiate for more than an equivalent share of the campus funds and must actively seek outside funding. The recruitment, retention, and professional development of qualified faculty members and the acquisition of material support for them to perform the faculty role in a maximal manner is a never-ending proposition for the dean, a task that is never completed.

As an administrator, the dean is responsible for leading and directing large numbers of people--staff, faculty, students--and works closely with other groups--alumni, other benefactors, affiliating agencies, professional organizations, and the community at large. A dean who tries to move by force any group related to the college she administers will be no more successful than Hannibal would have been if he had tried to get his elephants to Rome by pushing them over the Alps. For example, it is essential that a dean respect the individual ability of each faculty member and meet with each of them to foster their career development. There is an interesting positive correlation between faculty members who are actively engaged in their own career development and the amount of energy these faculty members expend in helping the parent college move to its goals. It is only the coasting faculty and nongrowth members who are disruptive in a system, and that seems to be largely due to their desire to have the focus of the system diverted from analysis of their own performance.

By working with faculty to enhance their development, as any administrator would do with a prime resource, the need to watch the faculty like a great hawk on a crag is eliminated. The faculty soon learns that its role is essentially the curriculum and the teaching mission, and the dean's role is to provide the means to that end. There becomes a mutuality of purpose between the dean and the faculty that is energy synergistic in reaching the agreed goals of the college.

And the goals are mutually agreed goals. Deans have been known to mandate goals for a system, and reflection shows that in a good many instances such situations were involved with a new curriculum model that was to bear the dean's name into a state of immortality. Such efforts usurp the role of and, therefore, alienate a faculty. Such a situation occurs in most cases because the dean has had no clear understanding of what her own distinct role is. Likewise, deans who don't provide means for increased visibility of the faculty, but only for their own, show themselves to be competing with the resources of the system rather than trying to enhance them.

Power has been defined as the energy to reach a goal. For a dean, administrative power is rooted in knowledge and the acquisition and utilization of resources. The record of acquisition and utilization of resources is known as the budget. No dean who is fully cognizant of administrative power as the means of allowing a college to reach its defined goals will ever delegate the budget. It is therefore imperative that the dean be thoroughly grounded in fiscal matters, which usually necessitates formal educational preparation in administration. Factors of depreciation, market trends, inflation rates, and the consumer price index are all interwoven in budgetary projections. Resource allocation to the most productive faculty members in the system is more energy-conserving in motivation messages than all the speeches that could be made and memos that could be transcribed, and hence the dean has to be constantly aware of the resources at hand. In a very real sense, she is running a business, and the degree to which she is aware of her position in that business and her full responsibility to make it thrive will make not only for a fiscally sound college but also for one with a growth-motivated administrative style as well.

Of critical importance is that the dean establish a collegial base with her distal administrative peers, the directors of nursing at affiliative agencies. Such peers are administrators of what is most usually equivalent to moderate- or major-size corporations. They are also faced with the dual roles of managers in a hierarchy and administrators of a subsystem. They are further faced with the budgetary constraints of a very tight economy. Like deans of colleges of nursing, they tend to be women in a largely man-dominated hierarchy. Not only can such colleagues provide invaluable consultation and support but linkage with them also provides the only real way to breach the schism that exists between nursing education and the dominant consumers; hospital-based care delivery systems. The "product," if you will, is the graduate of the program. Not only the graduate but also the consumer profits if the graduate is fully market-ready when he or she completes the program. It is the dean as an administrator who has the potential to bridge the gap to such other subsystems and to exert the means to bring them into closer alliance. Such working alliances will also provide the basis for eventual sharing of resources both human and material. Like activity is required of the dean's role in negotiating with other deans on a given campus, particularly with respect to the health sciences. Duplication and overlap in teaching among the various colleges on a university campus is wanton wastage at a time of dwindling resources. By negotiating the sharing of acquired resources, utilization of the resultant resources retained may be employed for growth within the respective college.

The dean is, to the outside world, that college of nursing. As chief administrator it is her task to serve as its spokesperson. Whether it be through a report to the alumni association, testimony at a public hearing related to health care legislation, a subpoenaed appearance before a labor relations board, or acting as the ceremonial spokesperson at graduation ceremonies, the dean speaks for the school. And because she speaks for the school, the faculty and student body through their representatives should know in advance and be largely in agreement with what is said. Every opportunity to speak should be seized as a chance to provide visibility for the college, and each speech should be highly accurate in the information given. Avoidance of public exposure is costly in terms of lost visibility for the system. If the dean sends an alternate in her stead, even when it is unavoidable due to scheduling conflicts, outside agencies will often assume that the school of nursing views them as a second-class operation.

Whenever the limits of a deanship are transgressed, the dean is, and should be, ultimately held responsible. The results are not universally good, the critics not necessarily kind. Far worse, however, would be the deanship in which nothing occurred. Such placidity could happen only when administration is not alive to its role and allows the college to drift into a complacent state. While everyone in this room who holds an administrative post might just secretly admit to an occasional prayer for just such a peaceful or tranquil state, we each know that its occurrance would suggest entropy--death of the system by virtue of nongrowth. Realization of one's eventual, absolute, and ultimate responsibility may at first seem too heavy a burden to carry in one's career, and it is very heavy. On the other hand, such realization is a great asset, particularly at those moments when only the administrator can make the decision for the system. At such times, after consultation is sought and unsolicited advice ignored, a dean who fully understands and doesn't shirk from the ultimate responsibility makes a decision that she can well defend on behalf of the system. Such decision-making ability for the system is integral to the dean's role as administrator.

Negotiating conflict often schedules itself on the calendar of the dean. This is a seductive area of a dean's role that one would do well to view from an administrative position. It is ego-syntonic to bring persons to a point of agreement and harmony. But there are times when it may not be the task of the dean to resolve these conflicts and when her resolving them may be against the functional system of checks and balances within the school. If the administrative structure of a college is well defined, with delegated power all the way along the line to resolve conflict at the closest level in the hierarchy to which it occurs, the conflicts which appear before the dean truly have no means of prior resolution. It is essential that, before dealing with such expressions of disagreement by faculty members, students or staff, it be ascertained that the individuals involved did in fact work their grievance through all appropriate levels of review. All administrators would like to be modern day Solomons and provide peace and harmony throughout the house, but grave care must be observed that in attempting to do so they are not taking back authority delegated to other key persons within the network. Deans must question themselves in the quiet of their hearts if, in taking this task on themselves, they are really serving themselves rather than the system.

Which brings us to the question of humanness and the attributes which must coincide in the person who carries forth all these roles and daily functions of the deanship. The dean is indeed a person in the carrying forth of the multiple roles and functions of her position within a college of nursing. There are, however, specific attributes of her person that must be accentuated in the carrying forth of the duties and obligations. There is a great need for the dean in her administrative role to be able to wait long periods of time to see the results of persistent effort. In my own case, I recall one item of work in negotiating an 11-month contract for the faculty that was not resolved until a full two and a half years had passed. There are few, very few, immediate gratifications in the dean's role. Most of the tasks in which the dean has lead responsibility are quite complex and will usually take many, many months to work through. The dean must be persistent and tenacious in working toward a goal when there are no immediate gratifiers or encouragement. Discouragement would only rob the administrator of the energy that is fully required in reaching the goal of the system.

A steady pace on ongoing projects is required. Major projects or goals or problems do not neatly surface one at a time in the dean's office; to deal with these, the leader must have both an ability to quickly establish priorities for the effort undertaken and an ability to juggle many important efforts simultaneously. Timing of events, indeed the whole issue of time management, is a skill which has to be developed by the dean, or the system will be consumed and controlled with the multiplicity of moment-to-moment events that routinely occur within a system and which all demand immediate attention.

In working with other persons, the dean can encourage their production by her genuine appreciation and gratitude for their performance. She should never expect the same in return. In her role as dean she is subsumed into the system, and others with whom she works quite often fail to see the person involved in the work expended from her chair. There are notable exceptions among faculty members who will occasionally voice their gratitude. I secretly am betting a wager with myself that such persons are themselves destined for future deanships! The satisfaction the dean receives is from the work accomplished, rather than from the praise of others. There has to be a true love of challenges that excite the dean as administrator. Deans have to be the type of individuals who literally view problems as challenges and enjoy the process of conquering them. There is also a high degree of personal stamina required of a dean. The hours may frequently constitute 12- to 15-hour days in which business and social obligations impinge directly upon one another. The dean must of necessity be a person easily adaptable to changes as they present themselves throughout a given day. Like any administrator she will carry mentally the problems that confront the system; at times of meeting with any individual or groups, however, she must have an ability to focus totally on the individuals at hand. Persons who interact with the chief administrator need to feel their real importance in the system. Actively listening to persons who appear for a meeting with the dean is one way of conveying their importance to that office. Active listening and other communicative skills will also provide a basis from which the dean can acquire additional data concerning the system. Such interpersonal skills on the part of the dean will allow the issues of conflicting values or disagreement with established goals of the system to be handled in a more personal manner. They will also allow the dean the opportunity to provide and receive feedback to and from others as to their performance and values within the system.

The dean must essentially be a stable person. The stress and pressure involved in the position are at times largely borne by one individual. It is essential that the individual have the ability to surf with the problems and conflicts that arise sometimes with too great frequency. The ability to function under pressure also requires that the dean be closely attuned to her own ego needs. When distressed by individuals over whom she has direct administration, it is absolutely essential that she be able to view their actions in a detached frame of mind and never use the power of her office to retaliate--not always an easy task when she is faced with the anger and hostility of persons she is trying to serve.

The dean has to be a person who is able to assume accountability in a system. There is no room for a Pontius Pilate in the chair of any deanship of a college of nursing in this country. Decisions have to be made and the administrator has to be responsible for them. In order for meaningful changes to occur within a system, the dean must also be an individual capable of calculated risk-taking. Lack of ability to take calculated risks will stymie the system from making potential growth. The dean as administrator has to involve both faculty and upper administration of the greater university in the risks as they are taken. Such involvement reduces the possibility that the risk taken will be not successful in its outcome. Involving others in the risk-taking events also allows the dean to gain valuable information about the power relationships within both groups. It is essential that, when she has others share in the risk taking, she be able to identify the hidden goals of the individuals involved.

In hiring individuals and attracting them to the system, an administrative dean will have in mind for them roles additional to the ones directly indicated by their specialization in the field of nursing. She looks for individuals who, by virtue of their other areas of expertise, can act as resources to fill in gaps in the system. By such means she provides a lever for development in key areas supportive to the educational development of the program. It is also important that the dean surround herself with persons who are positive in their outlook. Negative orientation only tends to rob the chief administrator of energy that should be utilized in productiveness for the program. The persons who surround the dean most closely should be persons enthusiastic to the tasks in which they are involved, as well as highly knowledgeable of their role execution.

The dean must have a great deal of belief in her own ability to achieve goals in working for and with the system. In large measure such individuals cannot afford to have major areas of self-doubt as to either their own competency or tenacity in achieving the goals that are defined. Within herself, the dean's integrity must be without reproach. Her reasons for the goal achievement must be predominantly for the good of the system and not for her own career visibility. The focus of the spotlight must always be on the system, not on the person who speaks for it. In large measure the dean must be a person who can blend into the background of the scenario of the system as she presents it to others.

Negotiation is definitely a skill which has to be in the armamentarium of any dean. It is crucial that the dean as an administrator be cognizant of the tradeoffs in any form of negotiation. She has to be able to judge other aspects of the system which cannot be compromised at any cost. The dean must be able to see what the points of agreement are in any negotiation undertaken; she has to be able to pinpoint the common good that is sought by both sides. If she has this ability, the dean will direct her efforts to producing solutions of negotiation that produce victory for both sides. It is necessary that the dean as administrator be an individual whose attributes include the ability to establish a negotiating climate of respect, mutual trust, and anticipated favorable outcome. It is essential to have the ability to follow through and reinforce the desired negotiations once they are achieved.

As I listen to myself, I wonder who indeed would want this position, other than myself. The truth of the matter is that even with all the conflicts and problems that are multiplied by the complexity of the political system which houses the individual school of nursing, the deanship is always stimulating and challenging. I can truly say that without exception I have never been bored in my position. Not too long ago a mentor of mine was leaving a position to assume a vice presidency at another site. When I asked him about his reasons for the move, he responded that his job was no longer fun. I could understand from that remark his need to move on; you have to be alive to an administrative role. There is life and vitality in the key position of administration that a dean holds that is of such stimulation that it indeed can be characterized as fun. You have to enjoy being dean. Without that basic enjoyment, there is too little nobility in any of us to motivate us to the awesomeness of the full task. I wish for each of you, as you assume deanships, a joy such as I have experienced in my years in that role, and the challenges of what initially appear to be "unsurmountable opportunities."

According to Doris B. Yingling. . .

Those persons presenting papers at the April conference set a stage and made themselves difficult acts to follow. I was impressed with their enthusiasm for the role of deaning and with the numbers of approaches which each of them had implemented within what, from the standpoint of administrative functions, were relatively short periods of time. As one who has been in the deaning role for 24 years, I welcomed hearing those "youngsters" describe their viewpoints with enthusiasm and candor. Despite my length of service in the deaning role, I too have retained my enthusiasm and candor--but perhaps with different perspectives, many of which have come from the school of hard knocks and from learning by trial-and-error methods. In some ways, I think those are the best learning approaches to such positions. On the other hand, in my more cogent moments, I feel that both formal preparation and programs such as this one as well as internships should also be a part of the preparation of the dean in any field.

BACKGROUND

My introduction to deaning came when, immediately upon completing the doctorate, I accepted from the University of Nevada at Reno the task of starting the first school of nursing in the history of the State of Nevada. I had to start from scratch; at that time, there was not even a nursing journal to be found in any library. That experience taught me a lot in a hurry.

From the University of Nevada, I moved to the Medical College of Virginia in Richmond. Now Virginia Commonwealth University, it was then a conglomerate of four major health schools--medicine, dentistry, pharmacy, and nursing--with an illustrious history of quality education in all of these fields. The School of Nursing, initiated in 1893, followed each change in the discipline, including a diploma school of long standing, many affiliating programs, a separate school for white students, a separate school for black students, and when I arrived on the scene, the initiation of an associate degree program with a baccalaureate program to be developed from a diploma program. I presided as dean over all of these programs. I also initiated many changes in ongoing programs and developed new programs over the years. So much for my background in a brief resume. Now, to the task at hand.

Dr. Nan Hechenberger deftly differentiated management and leadership in her presentation at the April seminar. She then said that deaning

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was a combination of both. I agree with her. The purist may wish to draw a definitive line between the two, and some dean theorists may feel that the primary function of the dean is to act as a leader and that the management role should essentially be delegated. I see the two functions as compatible parts, each alternating in priority depending upon the environment of the locale, the situation at hand, and the individuals involved.

Some of the functions I will speak about might be described as those of managers rather than top-level administrators. I feel that these functions are not necessarily discrete; even if they are delegated, the overall responsibility for their success remains with the top administrator--in this instance, the dean.

I have, therefore, elected to present what I call "practicalities of deaning" rather than to take a theoretical approach. Many may think this too mundane, but I believe that persons seriously analyzing the dean's position do not give enough consideration to these everyday, nitty-gritty aspects of a dean's life. In fact, Dr. William Dill of New York University, Graduate School of Business Administration, has called deaning an "unstable craft." It is more appealing to think about the status factors, including the pleasant and rewarding perquisites and experiences that can be part of such positions. My belief, however, is that taking a hard look at the practicalities is essential to making decisions about one's future in top administrative roles.

LEADERSHIP STYLE

Leadership is, perhaps, the main function of a dean. I see this as "being out in front" and having a lot of dreams about the future. It becomes the dean's responsibility to design roadways with destinations, and then to lead and guide faculty, students, and staff to those points along the road that move a school and program ahead. It is establishing goals, setting priorities, and assisting faculty and students in development and accomplishment by encouraging and nurturing them. Providing the elements necessary to attain these goals and setting a climate for high morale and productivity are the global perimeters of the dean's function. Whatever part of these functions she wishes to delegate to managers depends upon the factors of a given situation. The dean must face at least some facet of each of these functions every day, and every day the dean should try to be some steps ahead of everyone else, even if only in thinking.

A question frequently asked about deaning is "What style of leadership is best?" I propose that there is no one best way for any one individual. The various styles are formalized by definitions, objectives, and approaches. I suggest observing others in similar roles, whether they be nurses or deans of other disciplines. Such observations can be made at meetings; through analyses of communication, including memos, speeches, and questions of persons involved in an individual's sphere of leadership; and by direct contact through personal visits and internships. All such appropriated knowledge is helpful, but applying it is the key. Do not try to copy someone else. I suggest adapting that style which is best for you and which really is you. It may be necessary to try out several approaches. If one approach is not too satisfactory, dig in; ask questions of your peers in nursing and other disciplines; do some more reading, studying and questioning; and then try another approach. All this, of course, should be done unobtrusively, with the careful buildup of what is best for you done tactfully and effectively.

OUTSIDE VERSUS INSIDE DEAN OR COMBINATION OF BOTH

It is important to make decisions early in one's tenure as dean about whether you can and should be what I call an "outside dean" or an "inside dean." By "outside" I mean one who spends much time in activities requiring time away from the employment scene. Such things as holding office in local, state, regional, or national organizations, pursuing research activities, preparing publications, and participating in numerous consultations and speeches are noteworthy accomplishments and bring recognition for the individual, the school, and the locale of which it is a part. On the other hand, it is possible that such activities might be undertaken at the expense of needs at home. Therefore, a careful accounting of what the needs are in both directions seems indicated. If one chooses to move in larger circles outside the school, there must be good persons at home to handle the everyday requirements. These persons must be willing and understanding of the stand taken by the dean. It is not always easy to be the one at home getting the "unglories" of the administrative role.

The other side of the picture is the decision of a dean that the home front needs to be given prime consideration. That was my decision years ago, because of many complications in the situation in which I was employed. Such a decision poses the question of sacrifice and whether one is willing to make that. It is also important when one makes either of these decisions to feel comfortable with it and to know the price that is being paid when one accepts the responsibility which accompanies the choice. I do not consider the decision to be primarily an at-home dean to be disparaging. Rather, I see it as a sign of courage, and it should be recognized as such.

This need not be an either/or situation. There are individuals endowed with many abilities who can mount both the inside and the outside roles with aplomb and ease. I admire them. Yet, my hunch is that such individuals exist in the minority and that they may not serve as the best examples to emulate wholeheartedly. Rather, a mix of the inside and the outside roles, balanced to the benefit of what is necessary in a situation, should be the best road to follow.

DEALING WITH SUPERIORS

In dealing with those persons to whom one reports, such as a president, vice president, or dean/administrator of health programs, I have found several approaches to be useful. First, I establish a working relationship by requesting a standing appointment with the individual on a regular basis. In preparation for such meetings, I list items for which I need administrative approval, support, interest, or general information. If there is a problem among these items, I try to have several solutions to propose. Then, at the meeting, I ask the vice president which solution might be best from the overall point of view or whether he or she sees any other approaches which would be an improvement over mine. I find that having some awareness of solutions, rather than just dropping the problem on the table and implying someone else should solve it, is a positive approach which has worked for me. I also use these meetings for educational sessions about nursing and its needs. Many times, I share bits of information and literature I think are important for the vice president to know about, and I leave notes about the conversation. I find that the vice president frequently uses my notes and comments in general discussions at other meetings.

I write many memos raising questions and/or expressing items for verification or general information. I try to keep things as simple as possible but also as pertinent as possible. One university president informed me that he was going to take my typewriter away because I sent him too many memos. On the other hand, because that particular president was most knowledgeable about nursing and its needs, almost every request I made was honored.

BUDGETS

Budgets seem to be high on the agenda of anyone who is thinking about becoming a dean or, especially, who is appointed to such a position. I remember that the dean under whom I studied many years ago seemed to do nothing but talk about budgets, think about budgets, and work with budgets. I thought I would never be like that, but as the years proceeded, I have realized why she was so consumed with this matter and I have yielded to that need.

Budgets are really the roadways on which the school travels forward, goes a circuitous route, or goes backward. Developing straight and clear roadways for a school's future can become a multipurpose, time-consuming effort. It can also easily become the tail that wags the dog.

How does one become prepared in budget preparation and management? I was fortunate; I was employed by a business agency as an occupational health consultant for a number of years prior to my becoming a dean. In that position, I worked directly with top administrative officers, many times the president or chairman of the board, of large industrial concerns. I had to learn fast how to talk, how to analyze, and how to sell my product--that of health education programs for health maintenance and the savings derived from these programs. It was from those experiences that I could make rather easy transition to the deanship role in budget and management activities.

Other ways to gain exposure to the budget process include the following:

- Enrolling in university courses geared to financial management of budgets in institutions of higher learning, usually in schools of education.
- Investigating possibilities of courses in schools of business. Some of these may be more narrow than desired, but courses on accounting and other aspects of financial management might be available.
- Attending special programs on budget operations and financing concepts sponsored by nursing organizations and groups. Examples of these are the workshops sponsored by the National League for Nursing in November 1980 and by the University of Illinois School of Nursing in February 1981. The AACN is meeting a need with these seminars. Seek or ask for continuing education offerings at local, state, and national levels.
- Locating workshops and seminars on financial management and higher education given by various groups throughout the country. One course given by the Harvard School of Business has been attended by some practicing deans who report the experience to be of considerable benefit. Another source for such programs is the American Management Associations.

The depth of a dean's involvement in budget preparation depends upon the situation. Many locations have formulas for preparing budgets, which in some ways may be easier than developing budgets from scratch. Expenditures also may be based on differing principles, such as line-by-line or the ability to adjust from one category to another when the budget is overspent. No matter what procedural aspects are used, the dean must be fully aware at all times of income and expenditures. There are various ways for maintaining this knowledge, from direct involvement to use of business managers and administrative assistants. But the dean is ultimately responsible.

COMMUNICATIONS

Communications is one of the most complicated, all-pervasive problems which deans must face and live with. There are times when I think I must speak in a foreign language, so often do I hear the statements: "I didn't understand it this way." "I didn't hear you say such and such." "My interpretation is or was. . ." To emphasize the importance of good communication, I present an activity that took place in our School of Nursing.

After being buffeted on the seas of problems for a period of time, it occurred to me that a retreat for the entire faculty would be a good approach to beginning an in-depth dialogue of aspects of our activities. Private funds made it possible to be in Williamsburg, Virginia, for two and one-half days. The retreat was designed with members of our Educational Planning and Development Center, composed of doctorately prepared individuals in educational methodologies including curriculum development, tests, measurements, and evaluation. Together, we evolved topics we hoped would pique the faculty members' interests and encourage them to talk with each other. Each faculty group was encouraged to air their feelings and opinions; and they did! I did not participate in these round-table discussions.

Practically all the recommendations fed into a major heading of communications. From this experience, numerous changes in administrative style and previous methods of communicating took place. For example, a publication, the Dean's Newsletter was implemented, using as a masthead design an item from one of the group reports. This group envisioned the dean/faculty relationship as that of a head goose (dean) flying through the air with the goslings (faculty) following. It was with a sense of humor, I hope, that I requested our Department of Visual Education to put this in picturesque form. The shopping bag pictured on the masthead of the Dean's Newsletter refers to an opening statement in my first alumni speech: "I arrived at the MCV School of Nursing with a shopping bag full of dreams." Another recommendation which would seem obvious but had not been was to establish a special communications bulletin board on the main floor of our building.

A word of caution--once faculty members have received this kind of leeway, they feel free to use it, and you must accept their work and comments accordingly. This is not easy; you have to have a thick skin to accept both their recommendations and their criticisms.

I cannot overemphasize the use of retreats for meeting various goals and objectives and, in fact, for developing goals and objectives. This technique has been one of the most successful ones I, as an administrator, have implemented. It continues to be used by our departments and administrative groups. It is not necessary to use this approach in a luxurious fashion such as our first one in Williamsburg. Since that time we have used our building, hotel accommodations in the city, and summer homes of faculty members. Many institutions have established locations away from the main educational facilities for this very purpose.

RISK TAKING

Deaning requires, in my opinion, the willingness to take risks--primarily in the areas of curriculum, organization, communications, or interrelationships. And I do not mean risk taking for the sake of risk taking; I mean risk taking as an important activity with philosophical requirements, including deep thought, time, and analysis of the appropriateness of steps taken within the school and institution of which it is a part and the potential outcomes of such steps. If we are to move programs forward, we must have persons in leadership roles who are willing to branch out in directions beyond the traditional. When such risk-taking steps are made, it becomes necessary for the dean to be willing to analyze the process and evaluate it at the proper times. If the steps taken are not productive, it becomes imperative to pull back and admit that, perhaps, a mistake was made. This is not a sign of weakness but a sign of maturity; however, every device for protecting such mistaken steps should be incorporated in whatever risk-taking process is involved. I share an example of what happened in my school a few years back. We began to look at our traditional organizational structure. It was my hope and "shopping bag dream" that we could evolve a more imaginative administrative/faculty interrelationship structure than we had developed in the early days. Though functional, it did not have much zip. Again, my occupational health consultant exposure recalled a fascination with the methods businesses used in establishing organizational structures. Using as a background a multiple management participatory approach in effect for many years at the McCormick Spice and Tea Company in Baltimore, Maryland, and with references provided by McCormick I challenged the faculty to dip into a multiple management, more faculty participatory, administrative structure. Such a challenge involved a risk for me and for the school. Many times I regretted that risk as we went through some difficult sessions. At one point, it was necessary for me to call a respite of meetings about the subject since we had some evidence of recriminatory action. Antagonism began to be expressed between the administration and the faculty. This provoked an unhealthy climate and precipitated a cooling-off period which lasted approximately one year. During this time, the administration, composed of the dean, assistant deans, department chairmen, and program directors, took a retreat to look at the structure and functions of the various segments of the school. An administration/faculty committee, made up of volunteers interested in the subject, also worked during the year's hiatus.

Many hours were involved in the administrative retreat activities. We finally came to a question which I had for many years been dreaming might be considered seriously: "Is there any reason why the dean must chair all the faculty meetings? Cannot a faculty member do the same thing?" This had been one of my thoughts for a long time, but it would not jell whenever I mentioned it. Through a number of methods, we carved out some approaches to implement such an activity. A skeleton draft was forwarded to the Ad Hoc Voluntary Committee. Much more time was required for committees to review these proposals, but finally word came to me that the Ad Hoc Voluntary Committee was ready to make major pronouncements. A faculty meeting was called and at that time the beginning drafts of division of administrative responsibilities as opposed to faculty responsibilities began to evolve. The faculty, in shock, heard me state that I had no objection to a faculty member chairing faculty meetings if the dean retained veto power and was kept well informed and activities were kept within the goals and objectives of the school. Following refinement of the proposal, we reached a consensus and a good one, I believe. All of this took about three years to evolve.

I now attend faculty meetings in the rank of professor and as a faculty member. I am kept apprised of the steering committee meetings, items for the agenda and items for the faculty meeting agenda. I serve ex officio on all committees. I have input at any point along the line and I have veto power. I have a standing item on the agenda which is a report from me to the faculty as a whole.

This plan has been in operation for three years. It has been evaluated and determined effective, and some valuable results have been obtained:

- When I chaired the faculty meetings, they dragged; everybody disliked them; they were overlong. I disliked them as much as the faculty members did. We had moved to two meetings per semester, requiring long agendas. When the faculty took over the meetings, the first major change was to schedule monthly, hour-long meetings. Although several meetings were held at that length, the steering committee soon decided that two-hour monthly meetings were necessary. Remember, the faculty decided this for themselves.
- When I chaired the faculty, it took ages to make committee assignments. There was a lot of bickering about this committee and that committee and some wishes of not serving here or there. When the new steering committee became responsible for assignments, they were made rapidly and with a different sense of involvement.
- We have some vying to run for office. This was an unheard of phenomenon in the earlier days of a traditional faculty organization.

I have enjoyed this approach and believe it is continuing to work well. It is being evaluated by both faculty and administration on a regular basis and, to date, both factions are satisfied.

From this risk-taking experience, which incidentally could have been and almost was quite a flop, we have a division of responsibility between administration and faculty. The school's operating structure now can be placed on one sheet of paper. Faculty functions are detailed in the Faculty Assembly Bylaws, Rules and Procedures. Functions of the administration operate through the Interprogram Council, which I chair, and are delineated as school policymaking.

I also have organized a secretary's group which meets as an official function of the school. Secretaries are an important element to the ongoing success of a school's functioning. This organization has had its ups and downs but is now proving to be a worthwhile activity. One of the group's major projects was a handbook for secretaries which has become a model for our University.

We do not have our organization structured to the industrial models, nor have we fully adopted the McCormick multiple management plan. But we have appropriated some elements of these systems which are effective in our setting.

MINUTIA

It is surprising how many items fall to the dean for disbursement and decision making. I was amused to hear one of my associates who recently went into a dean's position say, "Goodness, I had no idea I would be responsible for all the keys to the Nursing Education Building!" Either you are responsible or you have somebody who is responsible but again the buck ultimately falls to you. Other minutia for which the dean is responsible include repairs to a location in which the school is housed; purchasing of supplies, furniture, and heating and cooling systems; parking; and implementing personnel policies. It is possible there may be assistants who handle these activities, but ultimately there are problems that come into the office of the dean for final resolution.

Here is a tip on how I have managed to get some of these "minutia" expedited. When something is done rapidly and effectively, I send a thankyou note to the individual with a copy to his or her superior. I have also been known to bake cookies and have lemonade for a staff of painters working in the hot summertime to get the building ready for the fall session. Taking a little bit of time to be thoughtful in unexpected directions can produce dividends.

VISIBILITY

Another question to ask yourself when you move into a deanship is, Do you wish to be a visible being? By this I mean, How active will you be in all affairs within and for the school? Some deans carry teaching assignments which bring them into contact with students and faculty. I did this until my work load of administrative responsibilities became too heavy. I make myself available, however, to groups and classes whenever possible. Too often I have heard students say, "I never saw the dean except when I graduated." That is a sad commentary to me.

I have tried to alter this situation as the result of several students' conversations. The student bulletin board happens to be outside my office. I overheard a student say, "I wonder what the dean does in her office all day?" It then occurred to me that most times the students and faculty who came to my office were there because of some particular problem which had to handled at my level. I therefore decided to have an office open house every year with refreshments for all faculty, students, and staff. Everyone is invited to come and make my acquaintance, look around, ask questions, and chat. From this gathering, I learn a great deal and am exposed to a variety of points of view. Since my office houses evidence of my hobbies, including a mechanical toy collection, my visitors seem to leave the open house with a better idea of me as a person and of the things I like to do.

LONELINESS

Deaning is a lonely occupation. I remember hearing Lulu Wolfe Hassenplug say to me, "Doris, being a dean has advantages, but one of the biggest disadvantages is that it is a lonely job." I came to know what she meant over the years--many times one is alone and must make decisions alone. The statement, "The buck stops here," is certainly true; in more instances than not the dean must make major, often unpopular, decisions which only increase the loneliness and general feeling of isolation.

SACRIFICE

Another question to raise when considering the deanship is, Are you willing to make personal and sometimes professional sacrifices? Deans' responsibilities never end at 5 p.m. and they are not immediately gone from Friday p.m. to Monday a.m. Many duties must be done in the evenings and over weekends. The days can start early in the morning and run until late in the evening.

It is impossible to get all of the work load completed within a set framework of time. Many a social evening has to be forfeited to give priority to a deadline which has suddenly come about. Professional sacrifices frequently have to be made on the basis of what work needs to be done during certain periods of time and of whether you can take on additional outside activities which would add to your professional stature but which might not fit into the scheme of priorities for the everyday work world. Are you prepared to meet these kinds of decisions and judgments head on and then accept whatever happens thereafter? Think carefully about these aspects. They can cause a lot of misery if not analyzed well in advance.

CONCLUSION

I have touched on some of the ABC's of deaning. I could enumerate enough to go down to the XYZ's. Some established deans may think I have been too primitive in my approach. I look at it another way--perhaps I have been at it long enough to be bold enough to bring up some of the everyday ongoing activities that have to be handled some way in order to have a smooth-functioning operation. This is not to minimize the large, professional functions, which bring achievement and progress that are irreplaceable in nurturing a sense of growing accomplishment. My goal in this presentation was not to lower your sights but to center your vision on some realities with some methodologies as examples, so that your sights could be raised with prior knowledge and planning.

I want deaning to be an art which provides pleasure, although reality indicates there must be some elements of craft or technical aspects which are necessary to provide satisfaction and tools for operation. In final summary, may I quote from one of my favorite authors, James J. Metcalfe: "No field of endeavor in this life is so crowded as to warrant our being discouraged from entering it and trying to get to the top. Competition may be strong, and the odds may seem overwhelmingly against us, but if we have the ability and the courage, there is always room for one more." And so, he writes poetically:

> However crowded is the field...
> Where you would make your score...
> If you posess the talent, there...
> Is room for still one more...
> Indeed the crowd is not composed...
> Of those who reach the top...
> The crowd is at the bottom where...
> So many fail or stop...
> Who try to make a living and...
> Who earn a meager crust...

Or those so disappointed that...
They give up in disgust...
In business or profession or...
A common labor crew...
The honored goal for which you hope...
Is strictly up to you...
It is not likely you will be...
Forgotten in the crowd...
Because your true ability...
Will echo strong and loud.

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Final Word

My talented colleagues who were responsible for both the design and implementation of AACN's first Executive Development Series are full of bright ideas. They also have an uncanny knack of getting to me where my defenses are weakest--they said that they needed my help! I protested that I didn't know how to write an afterword or epilogue but admitted that I had been among the "concerned deans" who began meeting together in the 1960s. I was hooked.

However, it was my predecessor, Dr. Mary Kelly Mullane, who was the guiding spirit of a task force that helped develop the plan for "Continuing Education for Nurse Academic Administrators." A grant application had been submitted just prior to Dr. Mullane's departure from the AACN office, but when I arrived a month later, in September 1978, its future was in a "who knows" state.

Very frankly, after retiring from 11 years in a deanship and a total of 24 years as a "nurse academic administrator," I was trying very hard to unlearn how to be a dean and to concentrate on learning how to act as an executive director. The two roles are very different. But AACN was destined to be lucky; approval of the grant application came in February, with funding in the early fall of 1979. Thus, although not the midwife, I became a sort of foster mother to the new offspring.

Happily, my fears that AACN might not be able to provide a proper climate for optimal growth and development of the long-awaited child proved groundless. Recruitment of dedicated imaginative project staff members resulted in a whirlwind of activity. The Executive Development Series was launched in April 1980 and has kept to a busy and productive schedule ever since.

The response from participants across the country has been heartening. It has strengthened the conviction of the original task force (later the advisory committee) that programs of this type could be organized, presented, and evaluated and that they provided a beginning exposure/experience to what academic administration in nursing was all about--which learners would use in various ways.

It is my feeling that these monographs well illustrate at least two important truths. One is diversity--there is not and should not be one way to achieve success as a "nurse academic administrator." The other is that the need for continuing effort and growth must be acknowledged. The topics addressed in these monographs were purposely chosen as introductory. There is a great need for more knowledge and deepening of skills; learning must be a constant process.

But regardless of favorable evaluations on the Executive Development Series, I should not leave the reader with the impression that we (the AACN, including the project) had escaped criticism. A couple of questions which were directed at me personally were "How do you define a 'distinguished dean'?" and "Didn't you look at a map before selecting Baltimore and Richmond as sites representative of the south?" As I have stressed above, we live and learn--and the wise administrator benefits from criticism as well as from praise.

Personally, I still am learning how to be an executive director. It isn't easy and I have ups and downs as I did when I was a dean. I wasn't educated to use the term "administrative style" but have been told mine tends to be an odd combination of caution and risk-taking. Thus, I tend to regard the outcomes of the "Continuing Education for Nurse Academic Administrators" grant in my cautious foster mother role; while I believe that we have done well, I hope that a continuation grant will give us the opportunity to do even better. I also will admit that the experience which AACN as an organization has gained from working with the total grant program, of which the Executive Development Series was a part, has broadened our organizational horizons and provided valuable visibility to the achievement of our goals.

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